DOCUMENT RESUME

ED 136 540 EC 100 268

AUTHOR	Mays, Maxine.
TITLE	State of Ohio Curriculum Guide for Moderately Mentally Retarded Learners.
INSTITUTION	Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.
PUB DATE	77
NOTE	95p.
AVAILABLE FROM	Curriculum Guide, State Office Tower, 30 East Broad Street, Room 1236, Columbus, Ohio 43215 ($2.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; *Communication Skills; *Curriculum Guides; *Interpersonal Competence; Leisure Time; Mentally Handicapped; Responsibility; *Self Care Skills; Self Concept; *Trainable Mentally Handicapped; Travel Training

ABSTRACT

Provided is a curriculum guide based on the lifelong learning needs of moderately retarded persons. Behavioral objectives are identified at each of six levels of functioning which approximate the mental age levels of 1.5, 3.0, 5.0, 7.0, 8.0, and 8.0 + (adult) years. Sections cover the following persisting life problem areas: (1) developing the ability to communicate, (2) managing one's body, (3) understanding one's self and others, (4) fulfilling home and work responsibilities, (5) developing the ability to travel, and (6) developing leisure time alternatives. A final section provides guidelines for implementing the curriculum, covering planning and using instructional units and planning the daily schedule. (IM)

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State of Ohio Curriculum Guide

For

Moderately Mentally Retarded Learners

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This guide is dedicated to John Welner—whose life might have been different if only we had known in time.

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Norman J. Niesen, Commissioner
Division of Mental Retardation
and Developmental Disabilities

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Foreword

It was twelve years ago that the "Cincinnati Guide" for mildly retarded learners was published by the Cincinnati Public Schools. It was about that time that I began discussions that led to the suggestion that the curricular construct used for that guide had broader application, and could well be useful for moderately retarded learners.

The Ohio Curriculum Guide for Moderately Retarded Persons is an outgrowth of those now historical discussions. This is a guide for the life-long learning needs of the moderately retarded. It is organized around the concept of "Persisting Life Problems," which means, essentially, that people are required to solve certain problems confronting them at each stage of their development if they are to be even minimally well adjusted to their environments. The Ohio guide captures the essence of that concept.

It is refreshing and exciting to finally see a guide that recognizes the inherent worth and value of people who are severely limited in some abilities, but who nevertheless have other abilities, not often easily discovered. The guide emphasizes the need for people to maximize their abilities in ways that will help them meet ordinary and extraordinary problems of daily living. It does not, as many guides do, deny that moderately retarded people have handicaps, but recognizes those handicaps simply as learner characteristics. The Persisting Life Problems defined in this material; the objectives included; and the suggested teaching methods are intended to help moderately retarded persons become less dependent, more self-directed and to participate more fully in the endeavors of their communities.

The development of this material represents a long and sustained effort of many people. Classroom teachers and administrators of community programs, representatives of state governmental agencies, the staffs of several universities, parents and others have contributed to it. It is remarkable that these groups of people, representing agencies that are often antithetical to each other have worked so cooperatively together toward a common goal. The product they have developed through a long and arduous effort has resulted in a guide that demonstrates clear thinking, sound principles, and the promise of effective programming for the moderately retarded. In addition to the benefits to learners, the project has already benefited the project participants. When they have been called together to analyze and solve the difficult problems of what, how, and when to teach, they have learned from each other. Further, the participants have not only grown professionally, but personally. They have developed and confirmed their personal philosophies toward humanity and particularly toward those who are mentally retarded.

I am proud to have been a part of this project, and to have had the opportunity to support and encourage its continuation throughout the past two years. I personally express my appreciation and congratulations to Dr. Maxine Mays and Mr. Lloyd Harris for their leadership and their personal contributions to the project. I also express my thanks to the staffs of the Division of Mental Retardation and Developmental Disabilities and the County Boards of Mental Retardation for their diligent and determined efforts throughout the project. The many others who contributed in various ways are also much appreciated. The Ohio Department of Mental Health and Mental Retardation can be proud of both the process and product of this project. The impact of this effort has the potential of improving the quality of the lives of many moderately retarded learners of the future.

Norman J. Niesen, Ed.D.,
Commissioner
Division of Mental Retardation and Developmental Disabilities

Ohio Department of Mental Health and Mental Retardation

August 27, 1976

Photographic subjects:
Participants in programs for the mentally retarded in Montgomery County, Ohio

Photography: Edward Heston/State Printing

Graphic Design: Michael Goudy/Design

Acknowledgements

The first and most important acknowledgement for this material is to Lloyd Harris. The project and ultimately the product was his inspiration. His work, determination and beliefs were the reason for this guide. Without his efforts, it would have never been more than an undeveloped "idea."

The next important acknowledgement is to Dr. Norman J. Niesen, Commissioner of the Division of Mental Retardation and Developmental Disabilities of the Ohio Department of Mental Health and Mental Retardation. First, we are deeply indebted to him for the basic concept of the Persisting Life Problem Curricular Approach upon which this guide is based. His "Cincinnati Guide" indeed guided us in our work. Second, is our appreciation for his continuous support of the project throughout its duration. In days of austerity and budget cuts, his unfailing support permitted the project to continue and saved it more than once.

Deep appreciation is expressed to the hundreds of people who participated in one phase or another of the project. The valuable ideas contributed by teachers and supervisors in county programs, and the various curriculum committees of the project, cannot be underestimated. Their tireless work in writing and editing, often on their own time, demonstrated their concern and determination that the guide will be a useful product. The support, encouragement and in-kind contributions of the Superintendents and Boards of the "County 169 Programs" were equally important. Also, much appreciated is the contribution of the Advisory Committee to the project. This committee included professional people from universities, institutions and other service agencies who provided valuable support, encouragement and advice throughout the duration of the project. The Ohio State University deserves special recognition for co-sponsoring two summer workshops for the curriculum project participants.

Special thanks goes to Dr. Evelyn Lusthaus for her leadership during the summer of 1975, and to Rita St. Clair and Ernest Hansen for directing the project during the 1975-76 school year. The District Educational Consultants and the Central Office Staff of the Office of Habilitation Services are due a special acknowledgement for their contributions throughout the project and especially during the field test. The secretaries of the office, particularly Melanie Case, deserve a special thank you for their diligent typing and retyping of the material many times during the nearly three years of the project. A personal note of appreciation goes to Carol Lee Pranitch for her creative and determined work in the writing of the introductions to the problems and other narrative sections. I shall never forget the long days, nights and weekends we spent together in my study trying to come to grips with the philosophical statement, and how we could best say what we wanted to say about each "PLP."

Dr. Barbara Tull, for her efforts far beyond the call of duty in efficiently handling the myriad of details in getting the manuscript all together for its publication, also deserves a special thank you.

Last, but not least, is our sincere appreciation to the many moderately retarded learners we know who provided us with the insights that caused us to attempt to develop curriculum materials that were sensible and sensitive to their needs.

Maxine Mays
1976

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- Historical Development of the Project
- Philosophical Statement
- The Persisting Life Problem Curriculum Approach
- The Organization and Use of the Guide

Historical Development of the Project

The curriculum development project which finally produced this curriculum guide was begun in November of 1973, through a grant from the Ohio Department of Mental Health and Mental Retardation. Under the sponsorship and direction of the Office of Habilitation Services, Division of Mental Retardation and Developmental Disabilities, County Boards of Mental Retardation were selected to participate in the development of a curriculum guide. These are Boards which provide services for moderately retarded learners of all ages, and represented a large geographical distribution throughout the state of Ohio.

The project was undertaken as a consequence of a recognized need by those working with moderately mentally retarded persons in the state of Ohio. As stated in the original proposal:

"Most special education programs for the low incidence handicapped across the nation share a common concern in defining relevant content, a necessary component in assuring continuity in curriculum. This concern is present in the program for the trainable mentally retarded (moderately mentally retarded) in the state of Ohio. Due in large extent to the multiplicity of handicaps encountered in typical classrooms for the trainable mentally retarded, teachers have struggled to find appropriate curriculum content suitable to the needs of these children. The uncertainty created by the inability to define an essential element of curriculum has created a lack of continuity and consequently, great frustration among special educators in the field. Accepting the premise that all individuals in society are faced to a greater or lesser degree with certain persisting life problems, curriculum should contain those elements that afford the individual the opportunity to cope adequately with these problems at his functioning level. These life problem areas should provide the baseline content from which curriculum can be developed. If curriculum so defined were written in instructional objectives to insure that a student accomplish a specific skill level before proceeding to the next, continuity could be attained."

Basic to the organizational structure of the project and to the relevancy of the content of the guide, the professionals working directly with the students were instrumental in developing, coordinating, and editing the material. Because of the number of county personnel participating, a significant amount of in-kind monies for services and time allowances of staff were generously contributed by each participating county program.

The initial work on the project from its inception to July, 1974 was spent establishing the components of the organizational system governing the development of the project.

In July, 1974, a three week workshop was held in cooperation with the Ohio State University Academic Faculty for Exceptional Children in Columbus, Ohio. The people in attendance were the chairpersons of the individual County Curriculum Committees who were involved in developing the curriculum guide. This workshop covered areas of curriculum design and development, as well as actual work on the project components.

From this workshop, emerged a guiding philosophy, a curriculum structure, and six persisting life problem areas which were identified as those most relevant to the needs of moderately retarded persons. The chairpersons of the curriculum committees returned to their respective counties to guide the local groups in writing objectives for selected Persisting Life Problems during the following year.

In July, 1975, a second three week workshop was held again in cooperation with the Ohio State University. The purpose of this workshop was to review and critique the accumulated objectives according to specified criteria, and to establish procedures for completion of the project during the following school year.

During the 1975-76 school year, specific assignments were given to the various County Committees. All material developed by them was sent to the Office of Habilitation Services for final editing and compiling.

The field test version of this curriculum guide was printed and disseminated to teachers in twenty-two consenting counties throughout the state of Ohio for evaluation during the spring of 1976.

The teachers actually used the guide in their planning and teaching and then provided critique and comment back to the Office of Habilitation Services. At the same time, the guide was critiqued by fifty professional persons with

background and expertise in mental retardation. Questions guiding their critique were aimed at estimating the relevancy of the material, the Persisting Life Problem Approach as a viable structure, and the appropriateness and clarity of the actual content. The professional critique of the guide was overwhelmingly positive. Finally, changes were made in the guide appropriate to the recommendations of the teachers who field tested the materials. Final revisions and additions were made in June, 1976, and the manuscript was then prepared for publication.

Philosophical Statement

Acceptance of the principle of the inherent worth of each human being dictates that each person be treated in ways that show value and respect.

right to develop meaningful relationships; the right to make choices; and the right to participate in the cooperative ventures of the environment.

Further, the principles upon which this guide is based demand that each human being, regardless of intellectual ability or behavioral characteristics is unconditionally accepted by those around him. This means that differences in people are viewed only as differences, not as "good" or "bad", and that the result of these differences does not make any individual more or less valuable than any other. It means that each person is inherently acceptable and should be provided with appropriate opportunities whether or not he is viewed as having the potential to contribute to society or to reach the same goals as other persons. It requires that human value not be measured economically, socially or politically.

Traditionally, society has espoused that each individual is vested with the right to equal educational opportunity, yet it has for the most part been concerned with furthering human freedom and personal development for those who are intellectually average or superior. For too long, the moderately mentally retarded have remained socially and educationally among the most ignored, misunderstood, scorned, and least regarded of all citizens. Society has, in other words, covertly devalued those who have intellectual deficits while overtly advocating equality for all. Until equality is recognized as an ethical principle rather than a biological or intellectual one, the gap between democratic declarations and discriminatory practices will never be fully closed.

Mentally retarded persons have traditionally been diminished because of a denial of basic rights for equal value, respect and opportunity. This denial has been evidenced by the difference between what many retarded persons have become, and what they might have become. Too many mentally retarded persons have reached adulthood being more childlike than they ought to have been; more dependent, less fulfilled and more isolated than necessary. These discrepancies have resulted from the type, quality and quantity of the treatment, care and service traditionally afforded to the moderately retarded.

The material in this guide has been prepared in keeping with the principle of equal rights and the inherent worth of individuals. It reflects the belief that regardless of individual rates of development and capacity for learning, all individuals will be able to achieve fulfillment when offered appropriate opportunities and stimulation. It recognizes individual differences in people and groups of people and the fact that these differences can lead to different goals and different styles of learning. The material which follows does not deny the deficits in intellectual functioning and behavior, but views these as learner characteristics which must be considered in the organization and implementation of the curriculum.

Finally, this curriculum guide is based on a strong commitment to the principle that the highest function of a humane society is to offer each citizen the fullest opportunities and encouragement and to develop his capacities to the highest degree possible. The human worth that societies seek to protect rests upon these commitments.

The purpose of education is viewed as a valuable service both to individuals and to society.

The Persisting Life Problem Curriculum Approach

Education is a process which seeks to change the behavior of learners in ways that will enhance and improve their functioning levels and to strengthen, improve and unify the democratic society. The purpose of education is viewed as a valuable service both to individuals and to society. In order to achieve the all-inclusive purposes of education for each individual, it is necessary to provide special and unique programs for those with special needs.

This curriculum guide is designed to help teachers and parents meet the special needs of the moderately retarded toward the development of

knowledge, skills, habits and attitudes essential for rich personal living and participation in the cooperative ventures of society to the highest degree possible. The guide is intended to reflect the philosophical tenet of the inherent worth of each human being. The nature, needs and interests of learners, in keeping with the demands and needs of society, form the underlying basis for the content of the guide.

Moderately mentally retarded persons are in many ways like all other persons. They have the same basic needs for love and acceptance; they are developmental beings with the potential for learning and change; they vary as much in personality, appearance and physical stature as all other groups of people and they have the potential for personal achievement and fulfillment. However, it must be recognized that moderately retarded persons generally demonstrate some differences from normal or average persons in intellectual functioning and adaptive behavior. Most moderately retarded share the following characteristics:

1. Limited intellectual capacity for learning.
2. Difficulty in dealing with abstract symbols and ideas.
3. Limited ability to solve complex problems.
4. Limited ability to make major decisions independently.
5. Difficulty in generalizing, transferring and applying knowledge.
6. Reduced effectiveness in communicative processes.
7. Difficulty in understanding cause and effect relationships.
8. Limited ability to profit from incidental learning.
9. Difficulty in forming and maintaining interpersonal relationships.
10. Social and emotional immaturity.
11. Unrealistic or inadequate self concepts.

Each of these characteristics is not necessarily demonstrated by every moderately retarded person, nor do they occur to the same degree with different individuals. Yet they must be recognized as prevalent characteristics which have implications for the curriculum for this group of people. To be effective, the curriculum must be aimed at decreasing the effects of handicaps by reducing the degree of deficits and difficulties demonstrated by these characteristics, while simultaneously increasing or enhancing strengths, capabilities and attributes. It should be aimed at helping retarded individuals live in social environments similar to the environments enjoyed by others, even though their participation may differ in degree and style. It is imperative that the curriculum be directed toward helping individuals behave in socially acceptable ways appropriate to various social and vocational settings and that it guide learners toward satisfying personal and emotional adjustment.

It is essential that the organization, structure and content of the curriculum reflect fundamental purposes of education, the special and unique needs of the moderately mentally retarded, as well as a sound philosophy. In addition, the curriculum construct must provide for the development of an instructional program which has purpose, meaning and utility for mentally retarded persons at each stage of their development. For these reasons, the Persisting Life Problem curricular approach was selected for the development of this guide. It offers the organizational framework that is most readily adapted to meet the program needs of the moderately mentally retarded. The Persisting Life Problem Approach was developed and refined by Niesen[1] in a curriculum guide for mildly retarded learners in the Cincinnati Public Schools in 1964. This curricular design emerged from earlier work by Stratemeyer, Forkner, McKim and Passow[2], which suggested a Persisting Life Situation curricular construct. This construct was based on the theory that learners are confronted with a variety of situations that persist throughout life, and that their ability to handle these situations will determine how effective they become. Niesen and others made a major change in the concept of persisting life situations. The situations as suggested by Stratemeyer and others were synthesized and converted into major problems and the number was reduced to twelve. The twelve problems identified were considered to be critical problems that each individual is confronted with throughout life. It was believed that each of these problems needed to be solved reasonably well in a socially acceptable

[1] Niesen, Norman J., et al. *The Slow Learning Program in the Elementary and Secondary Schools*, Curriculum Bulletin No. 119, Cincinnati Public Schools, 1964.

[2] Stratemeyer, Florence B., et al. *Developing a Curriculum for Modern Living*. New York: Bureau Of Publications, Teachers College, Columbia University, 1957.

manner for successful living. It was also felt that the solution of these problems by learners at various stages in their life would result in the achievement of the inclusive and fundamental purposes of education.

Essentially, the problems that persist throughout life for moderately retarded persons are the same as those faced by all other persons. The development of skills and understandings that will enable individuals to live in satisfactory relationships with others; to use time in meaningful and rewarding ways; to understand and accept one's self; to accept and fulfill responsibilities; and to maintain a balanced life between work and leisure are, for example, problems that require solutions for all people for successful adjustment. However, the unique needs and limitations of the moderately retarded cause the critical problems that they are confronted with to differ in importance, complexity and emphasis from those that might be considered critical for others. Some situations which would be critical and important for typical people might not be appropriate, desirable, or even plausible for the moderately retarded. For example, the problems encountered in supporting and raising a family would be common to many ordinary people; yet such problems would rarely affect the moderately retarded who seldom raise children and who are usually unable to become self-supporting. On the other hand, due to learning difficulties and intellectual deficits, some needs emerge as major, critical persisting problems for the moderately retarded, that would not be problems of similar dimensions for most typical persons. For example, most typical people develop communication skills adequate for interacting with those around them almost incidentally. For most people the ability to communicate quickly becomes a tool for use in solving other problems. For the moderately retarded, however, developing even the most basic communicative skills becomes a major and extremely critical Persisting Problem. Developing even minimal communicative skills for them requires deliberate, intensive and carefully planned instruction and practice at each stage of their development.

Therefore, the unique nature and needs of the moderately retarded learner, when carefully analyzed, lead to the definition of some unique Persisting Life Problems. In addition, it is believed that democratic principles and consideration of individual differences also support the identification of different problems and different goals for this group of people. An honest interpretation of the concept of the intrinsic value of individuals and their rights indicates that to be an individual is to be different in some distinctive and important ways, even though some things are shared in common with others. Equal educational opportunity and the consideration of individual needs requires that the content and goals of the education differ. The consequence of imposing the same educational program on all learners, of attempting to make everyone talk and sing and read and think about the same things at the same time is mediocrity at best, deprivation at worst. While there may be some things that everyone needs to know; it is a fact that not everything needs to be known by everybody. The Persisting Life Problem Curricular Approach selected for the organization of this guide is compatible to these principles and considerations.

The analysis of these various factors led to the definition of six Persisting Life Problems considered to be essential and critical for moderately retarded learners. The Persisting Life Problems which serve as a basis for this curriculum are:

I. Developing the Ability to Communicate

II. Managing One's Body

III. Understanding One's Self and Others

IV. Fulfilling Home and Work Responsibilities

V. Developing the Ability to Travel

VI. Developing Leisure Time Alternatives

It is recognized that each of these Persisting Life Problems assumes different dimensions and varied levels of importance and meaning at each level of development. Each of the problems requires increasingly greater skill and responsibility for learners as they grow and mature. For this reason, behavioral objectives have been defined for each of six levels of development. Recognizing that instruction and habilitative services for the moderately retarded are most effective if they begin at very early stages and continue throughout life, the objectives are defined for levels which are commensurate with the following approximate mental ages.

The mental ages noted have been used only to set some parameters to guide the development of the objectives. It is recognized that people of various chronological ages will be

functioning at different levels in the sequence of objectives, dependent upon their degree of handicap and their background and experience. However, in order to keep the distances between the levels fairly consistent, it became necessary to establish some criterion for the developmental level represented by the objectives. The approximate mental age was used for this, since it was felt that this was a more useful criterion in determining performance levels than that of chronological age. Mental ages noted represent the approximate maximum mental age for each level.

Level	Maximum Mental Age
I	1.5
II	3.0
III	5.0
IV	7.0
V	8.0
VI	8.0 + (Adult)

The objectives stated in each Persisting Life Problem for each level are considered to be indicative of the minimal expectations acceptable for persons who are functioning at or close to the maximum mental age within that level. In other words, the objectives contained in each level are representative of milestones along a continuum of development. It may be necessary for learners to develop many specific skills and meet many other objectives before reaching the "milestones" or stated objectives that appear within any given level; there may be many additional skills or objectives between those stated in one level and the next.

It should also be pointed out that learners may develop additional skills that do not appear in the text of the Persisting Life Problems. Those that are stated are those that are considered to be minimal, critical and necessary for adequate adjustment at each level of development; they are not intended to be all inclusive.

In order to make the objectives in the guide useful and applicable for parents, teachers and learners alike, they are defined in observable form. It will become apparent that the objectives in this guide differ somewhat from those which have traditionally appeared in curriculum materials for the moderately retarded. Most often, objectives that have appeared in curriculum materials for this group of people have focused on separate and discrete tasks and procedures, and have given little attention to the application of these skills. Objectives have focused primarily on the acquisition of the highly specific academic, self care and perceptual motor skills. Such separate skills may be, of course, tools that aid learners to make their way about in the environment. However, in the problems and situations of daily living, it is not rote answers or repetitive tasks alone that are required of individuals to solve problems. Rather, it is the ability to combine, and apply a variety of skills in responding appropriately to other persons, the environment, and the problems they present to the individual. Therefore, no attempt has been made in this curriculum guide to analyze each of the separate tasks that learners may be confronted with and to define these tasks as objectives. Rather, the behavioral statements made in each of the Persisting Life Problems are intended to capture the essence of the applicability and utility of the skills necessary for coping with the constraints, interactions and problems of life. For example, rather than objectives such as "hops on one foot" or "jumps on both feet" which deal only with a separate, discrete process, the objectives in this guide appear as "performs many simple coordination exercises in

They are developmental beings with the potential for learning and change.

games or other movement activities," or "participates in family exercise activities." If hopping or jumping are a part of these activities, then of course, the learner is taught how to perform the skills as they are to be applied in the larger, more useful activity. This format is used throughout each of the Persisting Life Problems in an attempt to provide guidelines that will demonstrate how skills and tasks need to be used if moderately retarded learners are to effectively cope with the problems they are confronted with.

The Organization and Use of the Guide

This curriculum guide is intended to aid in the planning and implementation of programs for moderately retarded children and adults. Its use is not limited to school programs alone; it is intended to be helpful for guiding learning experiences in residential and social settings as well. It is organized in three sections.

Section One provides this explanation of the organization and use of the guide and a statement of the philosophical basis for the material which follows. Also included in the first section is a description of the Persisting Life Problem curricular structure which is used for the development of the guide.

Section Two is organized around six Persisting Life Problems which commonly confront moderately retarded individuals at each stage of their development. Each Persisting Life Problem is introduced with a statement which provides a rationale for the selection of the problem for this group of learners. Each problem is divided into several sub-problem areas and contains lists of objectives for each level, to be accomplished in each area.

Section Three is concerned with the implementation of the curriculum in the instructional program. It illustrates how the objectives from several Persisting Life Problems may be organized into meaningful experiences through the development of instructional units. Several sample units for various development levels are included. Also in this section is material which aids teachers in organizing and planning the school day.

Some explanation of the guide and the material it contains may aid in its effective use. First, it should be noted that the guide is not, and is not intended to be a syllabus, nor a total instructional program. It is intended to help give *direction to the instructional program* by defining important objectives along a developmental continuum. The objectives in this guide are somewhat different than those traditionally included in curriculum materials for the moderately retarded. A review of existing currucular materials for the moderately retarded learner revealed that most listed many separate, discrete and very specific skills as objectives. "To move hands reflexively", "to use thumb in opposition with all fingers to grasp", "matches objects or substances by feel", "prints name" and "recites alphabet" are examples.

Objectives of this type are not included in this guide, for several reasons. First, such objectives are considered to be "task" or "process" oriented. As such they tend to fragment the teaching process and often result in the learner having learned many separate skills, but being unable to apply them in an integrated or meaningful way. Such specific skills are viewed as tools to be applied and used in meeting problems or needs encountered in daily living. It is rare that one "uses a thumb in opposition with all fingers" unless one is attempting to grasp something for some purpose. It is the purpose for the combination of separate skills that is emphasized in the objectives of this guide. Other perceptual, motor or academic skills are viewed similarly, as tools, which when used appropriately may help people cope more effectively with daily experiences.

Therefore, the objectives that appear in this guide are stated in more general terms and are intended to show how separate skills are integrated and applied in meeting demands and expectations. In other words, they are more "product" than "process" oriented. It is recognized, of course, that each of the objectives included in this guide may need to be divided into many more specific objectives during the actual instructional or learning period. Some separate skill development may also need to take place in order for learners to meet the objectives that are defined. However, it is believed that with the general objective clearly stated as a goal for the integration and application of the separately learned skills, the instructional program may ultimately be more useful for learners.

The guide may be used in a variety of ways. First, it may be used as a general assessment of individual learners. By using the mental age of the learner, the level indicating appropriate expectations for him may be found. Through observation or planned situations, the learners ability to perform each of the objectives may be ascertained. A recording system may be developed which will provide data for assessing the growth and learning patterns of the individual. Check marks or dates of accomplishment may be placed in columns beside objectives, which have been transferred to individual program plans for learners, may be used for an on-going general assessment. Such assessments may be useful for indicating areas of deficit that may need special emphasis or require

referral to an ancillary service or special therapist. For example, if a youngster with an approximate mental age of three were able to meet few of the objectives in the Persisting Life Problem of Communication under the sub-heading of "Reception", at Level I, a referral to an audiologist would be indicated.

Next, the guide may be used as a resource to obtain objectives for individuals or groups of learners. Objectives are defined as intended or expected behaviors which will result from an experience or range of experiences provided directly or indirectly to the learner. When selecting objectives for learners, the key words are "intended" or "expected". This means that those statements that are selected as objectives should be those that the learners are not yet able to perform satisfactorily. Once the objectives are selected, it will often be necessary to divide them into more specific objectives for ease in planning activities, units or instructional experiences. The number and specificity of these further sub-divisions will depend on the learner, and the difficulty of the tasks involved. For example, the objective "Dresses and undresses self, excluding difficult fasteners (PLP II, B, Level III, 11) might need to be divided into objectives such as:

1. Puts shoes on independently
2. Puts pants on, pulls them up
3. Puts tee shirt or dress on

For some learners, perhaps those with severe physical handicaps, the objectives might need to be divided into smaller steps such as:

1. Puts leg into trouser leg, sitting down
2. Stands up, holding onto trousers
3. Pulls trousers up

The ultimate goal however, for most learners whose mental ages are about five years, is to be able to dress and undress with some help with difficult fasteners. It is left up to the teacher or parent to divide that behavior into as many steps as are necessary for the accomplishment of the goal.

On the other hand, an objective like "Communicates the need to use the toilet" (PLP II, B, 1, Level II) might not require dividing into more specific objectives, since it is less complicated and requires only that the learner communicate in some way that he needs to go to the toilet.

Once the objectives for each learner or group of learners are selected, plans need to be made for teaching or providing experiences that will help the learners achieve them. Obviously, all the objectives cannot be taught at the same time, so decisions must be made as to which objectives are most critical and important for the learner's survival and adjustment. Such decisions should generally be based on one or more of the following criteria:

1. Whether the objective is vital to the health and safety of the learner. For example, the objective "Communicates to adult the location of a pain or hurt area" might be more important for survival than another.
2. Whether the objective will enable the learner to meet many other objectives. For example, the objective from the Communication PLP, "Uses some words/signs with meaning that he hears frequently" would be such an objective. When the learner is able to use words with meaning, he will be able to meet many other social, vocational, and comfort needs.
3. Whether the objective will enhance the ego and ultimately the degree of adjustment of the learner. For example, the objective, "Demonstrates an understanding of personal identity by stating who he is, what he can and should do, what he likes or does not like", might be such an objective.

When the decisions are made as to which objectives are to be taught, the methods of teaching are determined. Activities or other learning experiences may be provided for individuals or groups of individuals, as separate lessons or activities, or within the context of an instructional unit. Again, the method of teaching depends on the type of objective and learner needs. Some objectives, such as those involving dressing and undressing may be best taught as separate activities with either individuals or small groups. Certainly some skills such as tying shoes, will need to be taught individually. Some specific speech or language skills leading to broader communicative skills may also need to be taught individually or in small groups specifically designed for the development of a particular skill. Other objectives may be more appropriately taught in the context of an instructional unit. For example, the objective "Gives gifts, cards or wishes to others at socially appropriate time" (PLP III, C, 4 Level III) might be taught in a unit, which might also include objectives from the PLP's "Developing the Ability to Communicate", "Developing the Ability to Travel" and "Developing Leisure Time Alternatives". Planning such units is explained further in

Section Three. Finally, some of the objectives will be taught in an incidental way. "Forgoes immediate attention when adult or peer is occupied", "Participates in activities with others" or "Recognizes own mistakes and attempts to correct them" are examples of objectives that might be taught, and certainly reinforced, indirectly as the learner participates in planned activities or lessons.

One final use of the guide is as a way of communicating to parents or parent surrogates reasonable expectations for their retarded learners as they grow and develop. A common frustration often expressed by parents is that they have no idea what can reasonably be expected of their child as he or she grows up. It is believed that the material in this guide describes realistic expectations for moderately retarded learners, providing they have adequate opportunities and guidance for learning. The guide, and any assessment data obtained from it may also be helpful in indicating to parents the progress, achievements and particular learning needs of their child.

In preparing to use the guide, several points should be kept in mind:

1. Not every learner will reach every objective. Nature of handicaps, personalities, home environments and other factors may affect a learner's ability to learn certain things.
2. Individual learners will vary in their levels of performance in different problem areas. Objectives should be selected on the basis of individual achievement and learners should be re-grouped for instruction commensurate with their needs.
3. All learners need not be on precisely the same level to participate in the activities of an instructional unit. Activities and specific performance expectations can be varied for individual learners who are working toward the same goal, at perhaps different rates.
4. The objectives in this guide are not intended to tell teachers and parents exactly how to reach goals and objectives, but rather what the direction should be of the learning experience. References for resources on specific methodology are widely available and may be obtained easily when necessary.
5. Those using the guide should be encouraged to add objectives they discover and determine to be important at any given level or for any particular learner.

Before using the guide, it may be useful to do the following:

- Scan the Table of Contents
- Read carefully the Philosophical Statement, the explanation of the Persisting Life Problem Curricular Approach, and the introductions to each of the Persisting Life Problems. This will provide an understanding of the basis and system upon which this guide is based.
- Select a Persisting Life Problem and read it entirely. This will help provide an understanding of the scope and sequence that is included within each problem.
- Read the material on Planning Units. The sample units will illustrate even further how learning experiences are integrated into meaningful useful "wholes" for learners.
- Read the material on planning the daily schedule. This will provide some insight into how to make the school schedule facilitate the integrative type of instruction.
- Think of your child or children as you do each of these things. You will surely be motivated to begin selecting objectives and planning experiences as soon as you have familiarized yourself with the guide.

2

- PLP I Developing the Ability to Communicate
- PLP II Managing One's Body
- PLP III Understanding One's Self and Others
- PLP IV Fulfilling Home and Work Responsibilities
- PLP V Developing the Ability to Travel
- PLP VI Developing Leisure Time Alternatives

It reaches over the aloneness and uniqueness that each experiences and unites singular worlds.

Persisting Life Problem I

Developing the Ability to Communicate

Introduction

The ability to communicate, one of the most vital of all skills, is perhaps the most dynamic force in moving toward all aspects of a more abundant life. It moves the individual toward a richer life by diminishing ignorance, isolation and alienation, and by increasing a deeper participation in the world.

Communication spans across the gulf that separates man from man. It reaches over the aloneness and uniqueness that each experiences and unites singular worlds. Communication is that process by which an

individual reveals and discovers himself, and exceeds the boundaries of his personal identity and experience. In a world where all individuals are interdependent, the ability to make known one's needs and feelings and to understand the needs and feelings of others is utterly essential.

Although the communication process is frequently defined as an exchange of information through reading, writing, listening and verbalizing, such a viewpoint is both narrow and misleading. There are many and diverse forms of communication. Meaning is conveyed not only through reading, writing, listening and verbalizing, but through observing, gesturing, touching and by combining these various forms. Ideas and feelings are not only expressed through humor, drama, art, music, ceremony, and tradition, but through numerical and other graphic symbols as well.

The communication process is both varied and complex. The ideas and feelings to be received or conveyed are seldom, if ever, so straight-forward or uncomplicated that they do not have to be clarified in some way. All information is interpreted, integrated, and modified in relation to each individual's personal experiences. Communication involves sensing and perceiving all the subtle nuances, moods, and intentions that are not so easily and succinctly conveyed.

Because of the nature and complexity of communication, all individuals experience, to varying degrees, difficulty in comprehending the ideas and feelings of others, as well as expressing their own ideas and feelings adequately and clearly. For the moderately retarded, however, effective communication is particularly difficult because of lowered intellectual functioning. It is more difficult for them to think abstractly and symbolically, essential requirements for reading and writing and for comprehending time, space, and numerical concepts. The amount of incidental learning is reduced, and the knowledge and skills acquired in a specific situation is not easily generalized and applied to similar situations. Retarded individuals have limited ability to integrate different pieces of information and skills in order to solve new problems. Principles and cause and effect relationships are difficult to grasp. Because of the highly complex concepts involved in written communication the moderately retarded must rely heavily on oral and gestural modes of communication. Speech and motor impairments often hamper the effectiveness of these two modes of expression.

While the characteristics associated with lowered intellectual functioning create significant obstacles to effective communication, they are neither prohibitive nor insurmountable. Rather, they reflect the critical nature and acute importance of this persisting life problem. The objectives contained in this section were carefully selected to assist the individual in developing, practicing, and applying the ability to communicate effectively in a variety of ways and in the appropriate context of his every day situation and culture. Basic to the selection of each objective was the criteria that it must be of significance at that particular level, that it will help the individual respond to his environment in ways that are appropriate and satisfying, and ultimately, that meeting the objective will improve the life of the individual. Clearly, if the individual is to be able to communicate effectively, he must have ample opportunity to practice communicating in meaningful situations.

Communication spans across the gulf that separates man from man.

Although no individual can be expected to fully master all the means of communication, each individual can and should be helped to develop to the fullest the best avenues for expressing himself and understanding his environment.

Level I

A. Reception

1. Responds by gesture or facial expression to selected environmental sound.
2. Responds by turning his head toward voices of familiar people.
3. Attends, by physical posture, to a novel or attractive noise. (for example, a musical top, a record player, a belch).
4. Looks at objects presented to him and reaches out for them.
5. Looks at other people around him and follows their motions with his eyes.
6. Turns head in direction of voices without the person being present.

B. Interpretation

1. Shows that he anticipates certain routine communications by smiling, grimacing or gesturing. (for example, people waving before leaving, mother smiling when greeting him after school, another child crying when a toy is taken away).
2. Looks in designated direction when asked directional questions. (for example, "Where is the kitty?" "Where is Billy's bed?" "Where is Daddy?").
3. Knows that common objects have consistent uses and uses them. (for example, toys are to be held, cookies are to be eaten, a mobile is to be looked at).
4. Responds to action words that are used repeatedly in the same way. (for example, "eat," "come," "sit down").
5. Uses some words with meaning that he hears frequently. (for example, no, cookie, go).

C. Expression

1. Responds positively to gentle or soothing spoken words. (for example, smiles or ceases random behavior).
2. Responds protectively or hesitantly to negative, harsh or abrupt voices. (for example, a scolding voice urging him to pick up his spilled milk, an angry voice of a peer who has just been pushed).
3. Responds positively to being touched and held. (for example, relaxes muscle tension, reaches out to hold also, makes comfort noises).
4. Shows likes and dislikes nonverbally, whether speaking or not. (for example, grimaces when tasting something bitter, patting something soft, smiling at a compliment).
5. Expresses different emotions by voice or gesture to match different needs. (for example, hits the table when he is angry, "sings" when he is happy, turns to adults for comfort when he is unhappy).
6. Reaches out to others by giving an object to a person near him. (for example, imitatively, when asked, or by choice).
7. Responds to his own name by physical attention. (for example, smiles, looks up, stops activity).
8. Talks in a flow of sounds or gestures, with some words and some jargon, to practice the flow of adult communication (for example, talking to her toys or dolls, talking in sentences to Mommy who understands one word).
9. Uses a few imitative nonverbal social communications. (for example, waving, hiding his eyes, throwing a kiss, pointing).

Level II

A. Reception

1. Listens for short periods of time for the purpose of obtaining information from a speaker (for example, shows bodily attention and eye contact while his brother tells him a story).
2. Listens to short, simple rhymes, stories, songs and records for enjoyment.
3. Develops routine responses to common objects, sounds, and people (for example, looks at screen after noticing projector, leaves house when bus honks, socially greets the teacher).
4. Shows curiosity about new objects or unexpected happenings by comment or question (for example, "what's that," "hey," physically moving or exploring objects.

B. Interpretation

1. Groups certain objects by function and uses them appropriately (for example, food items are to eat, toys wheels go, hats go on heads).
2. Responds with designated action when given single verbal commands or directions (for example,

"Close the door," "put the toy on the shelf," "bring me the wash cloth").

3. Responds with designated action to simple gestures (for example, pointing, head shaking, placing a finger over the lips to indicate a need for being quiet).
4. Responds with protective action to hazard signals (for example, a fire alarm, car horn, smell of smoke).
5. Shows interest by attending to selected environmental sounds, sights, or smells (for example, a bird call, rain, a flower).
6. Laughs at unexpected or absurd behaviors intended to be humorous (for example, surprises like a Jack in the Box, cat wearing clothes, a friend's clowning behavior).
7. Responds to the use of preposition to describe the relationship of one object to another (for example, up/down, in/out, over/under).
8. Follows rules and routine procedures to help maintain order or avoid hazard (for example, doesn't run in hall, doesn't touch hot stove, buckles seat belt).

C. Expression

1. Uses some words/signs with meaning that he hears frequently (for example, "no"/No, I don't want any, "cookie"/Give me a cookie, "go"/Can I go too?).
2. Communicates meaning by using some two or three word sentences, often mixing grammatical form (for example, "two feets," "me fall down," "Tony, no hit").
3. Answers questions by gesture, head shake or meaningful verbal response (for example, yes–no questions, who, what, and where questions).
4. Uses own name, names of familiar people and pets to express a need, desire, or greeting (for example, saying name verbally or by signing).
5. Demonstrates assertiveness and choice. Uses negative language forms (for example, no, not, don't, can't).
6. Imitates adult communication patterns (for example, imitates mother's voice tone in doll play, imitates gestures of teacher when directing peers).
7. Uses loud and soft voices selectively and appropriately to convey meaning (for example, calls across a playground with a loud voice, speaks to a sleeping baby with a soft voice).

Level III

A. Reception

1. Follows conversation of others and participates appropriately as it shifts from one speaker to another.
2. Responds to meaning of complex gestures (for example, facial expressions, which indicate a person is pleased, hands on hips or stamping of feet, which indicate a person is not pleased, body stance, that indicates a person is sad or lonely).
3. Answers telephone and calls person requested.
4. Responds selectively to environmental stimuli and is not distracted by routine environmental stimuli (for example, responds to a timer, a record that's too loud, an approaching object, but ignores traffic noise, brushing contact of passing person, routine class movement).
5. Selects own possessions through familiarity, design, color, etc.
6. Recognizes own name in print to identify own labeled possessions.
7. Listens politely to speakers whether he is interested or not.

B. Interpretation

1. Follows two or three step directions in sequence (for example, "put the spoon on the table, and then go wash your hands for lunch," or "when you have finished eating, throw away your trash and go to the gym.").
2. Responds to and uses gross opposites appropriately in play (for example, makes a car go fast or slow, or feeds the big doll or little doll, in imitation or in response to verbal direction).
3. Relates a personal experience by stating up to three ideas in sequential order (for example, I get up, brush my teeth, then get dressed).
4. Anticipates certain predictive or cause-effect relationships and acts appropriately (for example, avoids walking into the street without looking both ways, or when observing a child jumping into a pool, he knows that he will get splashed and steps back).

5. Discriminates gross differences in size by matching objects functionally (for example, puts doll into doll bed, puts little foot into little shoe and big foot into big shoe).
6. Develops behaviors that follow a simple sequence of events (for example, sox go on before shoes, soup has to be warmed before it's ready to eat, turns knob before T.V. comes on).

C. Expression

1. Responds to and uses different words to refer to the same object or action (for example, cat-kitty, house-building, sister-Jane).
2. Uses signs, words or phrases to express needs and feelings (for example, "I'm hungry," "toe hurt").
3. Describes familiar objects and actions using descriptive adjectives and adverbs (for example, great big dog, drive fast, hurt bad).
4. Prints own name to identify personal objects.
5. Initiates and responds to common social amenities (for example, "please," "thank you," waits in line).
6. Supplies vital information upon request (for example, full name, father's first name, name of school, street address).
7. Asks and answers questions to continue a conversation about self, objects, and experiences well known to him.
8. Recites or sings memorized material to entertain self or others.
9. Uses negative statements to express rejection, denial, or non-existence (for example, "don't want," "It's not mine," "no more candy").

Level IV

A. Reception

1. Listens and actively participates in conversations in a variety of settings, with people outside the home and school.
2. Recognizes own name in written or printed form whenever confronted with it.
3. Recognizes own address and telephone number in written or printed form whenever confronted with it.
4. Reads familiar written words which are functional or personally important (for example, men/women, push/pull, sister's name.)
5. Responds with smile or laughter to simple humor, jokes or absurd experiences.
6. Responds rapidly to all sounds and words related to danger or emergency.
7. Avoids interrupting others when they are talking.
8. Answers telephone and relays simple message.

B. Interpretation

1. Solves simple everyday problems by using suppositions, evaluations, predictions, and inferences (for example, gets another bag so the groceries will not spill from the torn bag, tells mother he is sorry and will clean his room so she won't be mad at him).
2. Gives continuity to story telling by relating a beginning, middle and end in sequence.
3. Elaborates experiences using more detail and sentence complexity.
4. Refers to events and experiences as happening in past, present and future.
5. Re-words questions or statements for clarity when asked.
6. Uses plurals and quantifiers in making requests (for example, "Give me more cookies," "I said three pennies.")
7. If verbal, uses all vowels and most consonant sounds to be clearly understood by others.
8. Recognizes meaning of all safety signs and symbols and adjusts behavior as directed (for example, stop lights, "No Trespassing," danger and warning signs).

C. Expression

1. Uses non-verbal body language to add emphasis, or emotion to verbal or signed utterances (for example, frowning to indicate slight irritation, slouching in the chair to indicate boredom, placing hands on hips to indicate disgust).
2. Delivers simple messages after brief time interval (for example, tells his mother there is no bowling tonight, tells the lady in the kitchen how many chocolate or white milk).
3. Uses telephone independently within limits (for example, uses telephone in emergencies to seek help, does not make a long distance call, does not call random numbers).
4. Varies pitch, flow, and intensity of voice to add

emphasis or emotion to verbal or signed utterances (for example, in anger, affection, concern).

5. Initiates conversation with others for social enjoyment.
6. Relates experiences and ideas to small groups (for example, class, family, scout groups).
7. Uses a variety of social amenities (for example, makes simple introductions, apologizes, excuses himself).
8. Prints or writes own full name, address, phone number in filling out needed forms.

Level V

A. Reception

1. Exhibits appropriate audience behaviors, whether listening or not, in formal situations (for example, school assemblies, church services, presentations).
2. Reads useful words to increase his independence and pleasure (for example, names of phonograph records, labels on and in building, grocery items).
3. Uses numerical resource information as needed (for example, bus schedules, calendars, telephone directories).
4. Listens with occasional non-verbal support to another's humorous, sad or touching story.
5. Listens while he speaks for non-verbal cues of discomfort, impatience, restlessness, or other signs that indicate that he should cease talking.
6. Responds to speaker's meaning when his words are altered by non-verbal cues (for example, body language or vocal tones indicating fear, slight irritation, subtle acceptance or rejection, or incompleteness).

B. Interpretation

1. Listens to, remembers and responds to a sequence of at least four verbally described ideas, events, actions or objects.
2. Determines meaning from context for words that sound the same but have different meanings (for example, blue/blew, eyes/I, like—to be fond of/like—the same as).
3. Discriminates relevant from irrelevant information in listening and speaking (for example, fact from fantasy, truth from untruths).
4. Uses socially acceptable speech and language topics in a variety of situations (for example, chooses acceptable topics, doesn't dominate conversations, doesn't dwell on irrelevant topics).
5. Uses available resource people when in need (for example, asks policeman for directions when lost, asks advocate for assistance in locating a dentist).
6. Prepares response to suit the age of the listener (for example, talks about child interest events with a child, and uses adult tones when speaking with an adult).
7. Responds to words used to describe conditions between commonly used opposites (for example, everyone who is not rich is not necessarily poor, if it is not hot or cold it may be cool or warm).

C. Expression

1. Prints or copies some words and sentences for useful communication (for example, notes to friends or family, recipes).
2. Gives pertinent personal information in job interviews and emergency situations (social security number, address, reference, doctor's name).
3. Expresses respect, admiration, affection, regret, and apology through verbal and non-verbal language.
4. Communicates and interacts with peers and others in social, formal, or informal groups.
5. Tells simple jokes; describes humorous situations to entertain self or others.
6. Uses socially acceptable speech and language forms in a variety of situations (for example, doesn't use attention-getting speech patterns, doesn't swear where swearing is unacceptable, disagrees in an acceptable manner).
7. Uses vernacular or slang in informal conversation with peers.

Level VI

A. Reception

1. Reads written words and number symbols important to his job (for example, "1 gross," "cut here," "this side up").
2. Follows verbal job directions from supervisor.
3. Ignores or appropriately discourages improper sexual advances.
4. Accepts criticism calmly

and changes behavior appropriately.

5. Recognizes exaggerated language as a means to emphasize a point (for example, a person who ran 100 m.p.h. ran fast, a person who lost 25 pounds last week has reduced her weight).

6. Recognizes an incongruous or emergency situation and seeks help from a familiar or unfamiliar person (for example, toilet is overflowing, someone has just been injured, smoke is coming from a strange source).

B. Interpretation

1. Applies the basic concepts of past, present, and future to social and vocational needs (for example, when a pay-check can be expected, appropriate intervals for social visits).

2. Uses knowledge of cause-effect relationships to solve personal problems (for example, spending all the pay-check at once will result in being without money, doing helpful things for people will usually result in pleasant responses).

3. Interrelates ideas, events, and feelings to gain the whole meaning (for example, realizes why someone is irritated when he has made a surprise visit at an inconvenient time; knows where he's going, why, who he is going to see and how much it costs to get there).

4. Understands hierarchy of people of responsibility and addresses them appropriately.

5. Recognizes teasing as fun and responds in a light, easy manner.

6. Organizes classes of people and objects into useful categories or generalizations for ease of response (for example, stealing, going into prohibited areas, hitch-hiking are all against the law; guns, knives and other weapons are all dangerous; everyone has some happy days and some not so happy days).

C. Expression

1. Uses telephone for expanded social and vocational needs (for example, calling in sick, arranging a party, calling a taxi).

2. States preferences, criticizes or expresses disagreement without anger, hostility, or undue emotion or physical aggression.

3. Uses specific vocabulary sufficient to satisfy vocational needs (for example, paycheck, time clock, job application).

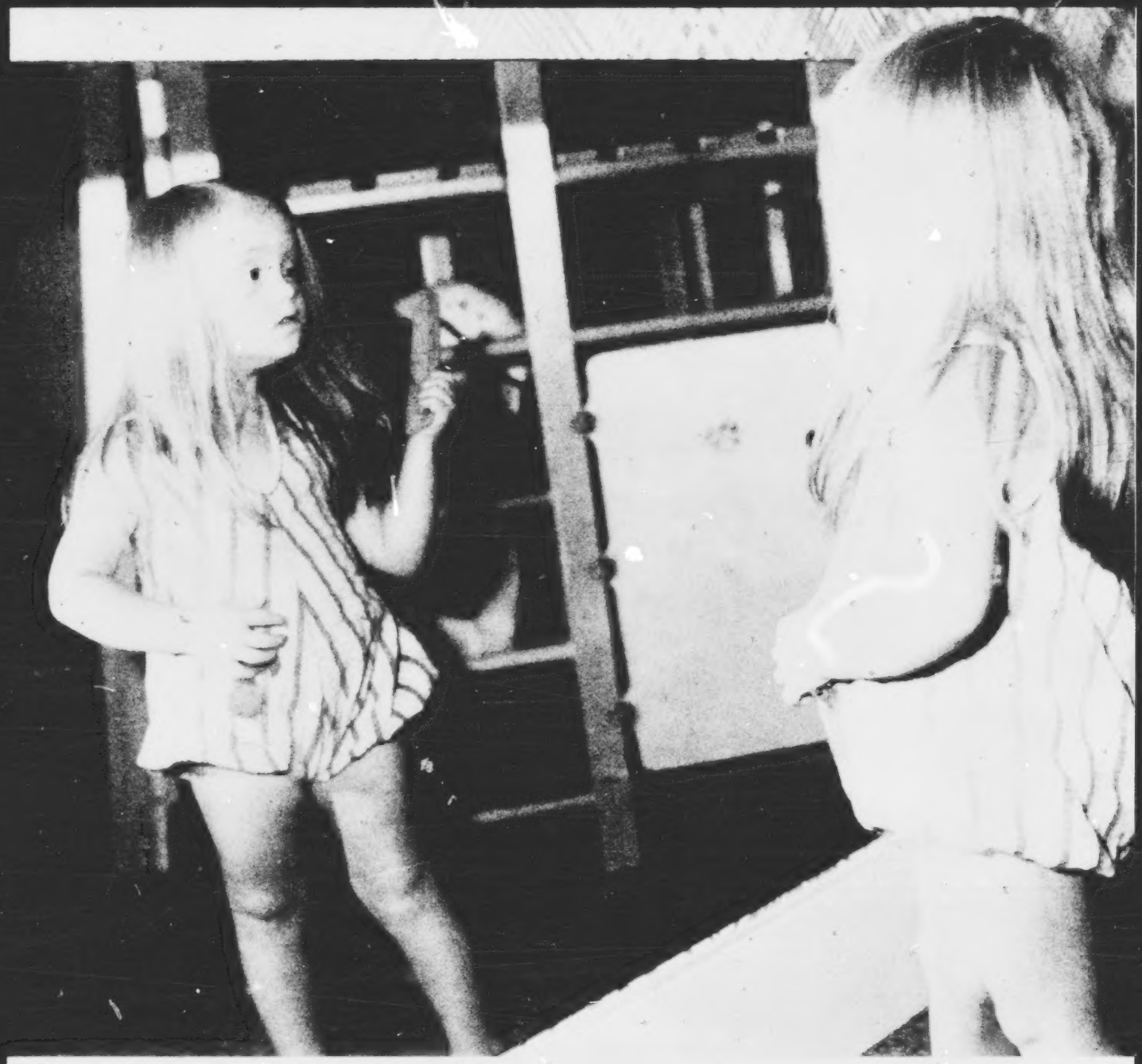
4. Asks job related questions to clarify possible misunderstanding.

5. Verbalizes for family or friends what he does and why at work, in order to integrate his life experiences.

6. Voluntarily relates a story or experience of interest, for information or for the amusement of family or friends.

7. Answers questions in emergency or unusual situations without undue hesitation or tension.

8. Continues to develop an increasing vocabulary commensurate with changing vocational and social needs.



Persisting Life Problem II

Managing One's Body

Introduction

Body management involves the basic motor and self-help skills which form the earliest learning tasks, but encompasses other aspects as well. Understanding and satisfying biological needs, developing personal hygiene, establishing grooming skills and habits, preventing and treating personal illness and injury, and developing maximal physical fitness are germane and interrelated dimensions to the general problem of body management. Each of these dimensions are included in this Persisting Life Problem.

Since the relationship between physical efficiency and effective total living is such a vital one, the management of one's body is viewed as a critical Persisting Life Problem for the moderately mentally retarded. As a result of intellectual deficits, many retarded persons have poor self-awareness and require deliberate teaching and practice to develop body management habits and routines that are often assumed to be incidental or automatic for others. Many retarded persons demonstrate deficits in sensory-motor areas which also require the definition of specific developmental objectives and programs which will aid in the improvement of motor functioning.

The development of basic motor skills is viewed as a means to provide access to other essential competencies. Movement skills, for example, may provide an individual access to a variety of recreational and social experiences. They may provide an individual with the means to work better, to transport himself better, or to reach out and interact with others more effectively than might have otherwise been possible.

It must be emphasized that the intent of the objectives included in this Persisting Life Problem is not to make each learner an exceedingly well developed physical specimen with unwieldy prowess. Rather the intent is to provide the learner with skills, routines and habits that will enable him to use his body and himself to the fullest extent possible in order to optimally meet daily social, physical and vocational demands. Individuals who have congenital or acquired physical disabilities that preclude the achievement of certain objectives will of course not be expected to meet the same objectives as others. Efficiency in the management of the body is considered to be the optimal within a given set of circumstances or condition. For the learner who has special disabilities, alternative means and objectives are selected, which will hopefully help him have access to awareness, experiences and interrelationships that are appropriate and possible.

The learner who has special disabilities should have access to awareness, experiences and interrelationships that are appropriate and possible.

In summary, the objectives in the Persisting Life Problem of Managing one's Body are intended to help guide the development of skills to help retarded learners look better, feel better, move better, and interact with others more effectively than might have otherwise been possible.

Level I

A. Eating

1. Communicates when hunger is felt.
2. Begins to eat solid food.
3. Drinks from cup or glass.
4. Tries unfamiliar food.

B. Body Care and Dressing

1. Communicates when soiled or wet.
2. Toilets when taken to the bathroom.
3. Facilitates being dressed by others (for example, holds still, turns around or over, sits or lies down).
4. Facilitates being bathed or washed. (for example, closes eyes to keep soap out, doesn't splash too much).
5. Keeps clothing on when appropriate.

C. Protection and Treatment of Illness and Injury

1. Leaves protective items in place (for example, bandages, helmets, splints and braces).
2. Communicates when ill or injured.
3. Takes medication administered by responsible adult.
4. Stays in designated safe areas.

D. Keeping Physically Fit

1. Grasps and releases objects.
2. Holds and uses simple objects (for example, shakes rattle, rhythmic instrument, toys and hobby items).
3. Stays in wheelchair or other prosthetic appliance.
4. Moves body on own initiative (for example, rolls over, turns head, sits).
5. Moves from place to place by crawling, scooting, creeping.

Level II

A. Eating

1. Asks or seeks foods when hungry.
2. Eats only food stuffs.
3. Models eating behaviors of others (for example, posture, passing foods).
4. Uses utensils for eating (for example, uses spoon to scoop food.)
5. Eats a variety of common foods.
6. Recognizes and seeks favorite foods.
7. Makes simple choices about what to eat.
8. Names common foods, asks for preferences (for example, cookie, ice cream, hot dog).
9. Uses some simple manners (for example, chews with mouth closed, wipes hands and mouth with napkin, avoids spitting food).

B. Body Care and Dressing

1. Communicates the need to use the toilet.
2. Attempts to wash and dry face and hands.
3. Distinguishes between clean and dirty face and hands.
4. Cooperates with parents when given bath, shower, and/or shampoo (for example, child helps in undressing, steps into tub or shower, helps in getting head wet, helps dry self).
5. Attempts to brush teeth.
6. Attempts to comb or brush hair.
7. Selects materials for keeping clean (for example, soap, towel, shampoo).
8. Cooperates with adult in dressing and undressing (for example, raises arms for shirts, puts feet in pantlegs).
9. Attempts to dress and undress self on own initiative (for example, takes off shoes and socks, takes off pants).
10. Places clothing in appropriate areas (for example, hangs coat on hook).
11. Places various articles of clothing on appropriate body parts (for example, gloves on hands, hat on head).

C. Protection and Treatment of Illness and Injury

1. Puts objects away after use with reminder (for example, moves objects from sidewalk, picks up toys from floor).
2. Uses stairs safely (for example, holds on to railing, takes one step at a time).
3. Responds to simple safety directions of adults (for example, "don't touch," "stop," "keep off").
4. Recognizes common safety hazards and attempts to avoid them (for example, walking near someone swinging).
5. Follows precaution of adult (for example, to rest after running or exertion, to wear wrap when cold)
6. Communicates to adult the location of a pain or hurt area.
7. Cooperates with adult in

treatment (for example, taking temperature, washing cuts, taking medication).

D. Keeping Physically Fit

1. Uses one hand in preference to the other.
2. Puts large objects such as blocks together with assistance.
3. Propels self with assistance (for example, walks, runs, uses wheelchair, scooter).
4. Manipulates objects from hand to hand.
5. Throws objects and watches them.
6. Moves different body parts spontaneously and purposefully with or without assistance.

Level III

A. Eating

1. Eats the same food as others at meal time.
2. Follows rules at meal time (for example, remains seated at table, talks quietly).
3. Goes to appropriate place for certain foods (for example, milk in the refrigerator, cereal in the cupboard).
4. Gets simple foods ready for eating (for example, peels banana, puts ketchup on hamburger, opens potato chip bag).
5. Identifies and eats foods that are "healthy" or good for health, upon the advice of person in charge.
6. Helps in food and meal preparation (for example, sets table, stirs jello, puts vegetables on dish.
7. Avoids eating at inappropriate times (for example, eating lunch on the way to school, heavy snacks just before dinner).
8. Names and labels common foods appropriately (for example, mashed potatoes; spaghetti rather than "that red stuff").

B. Body Care and Dressing

1. Washes at expected times (for example, before meals, before bed).
2. Washes, when dirty, on own initiative.
3. Requests to use toilet in socially acceptable manner.
4. Toilets self.
5. Bathes self with assistance.
6. Brushes teeth at expected times.
7. Uses a mirror to comb hair.
8. Uses comb or brush on hair when necessary.
9. Blows nose and keeps it clean.
10. Develops preferences in articles of clothing (for example, favorite shirt, certain color).
11. Dresses and undresses self excluding difficult fasteners.
12. Hangs up clothes or puts them away after use, with reminder (for example, drawers, closet, hamper).
13. Changes clothes in appropriate places (for example, locker room, bathroom, bedroom).
14. Tries on clothes to check proper size.
15. Adjusts clothing for appropriate wear (for example, shoes on correct feet, rightside out).

C. Protection and Treatment of Illness and Injury

1. Uses only own personal items (for example, toothbrush, comb, straw, silverware).
2. Crosses streets only with adult or responsible person in supervision.
3. Recognizes potentially dangerous objects and either avoids use or handles carefully with guidance (for example, hot stove, knives, tools, iron).
4. Recognizes areas unsafe for play and keeps away from them upon advice of responsible person (for example, busy streets excavation areas, empty buildings).
5. Communicates to adult where and how injured.
6. Communicates how a troubled area feels (for example, hot, cold, where it hurts).
7. Secures help for major injury to self or others.
8. Follows directions of adult for treating an illness (for example, staying covered in bed, using ice pack, heating pad).
9. Communicates to adult when he feels better or worse.

D. Keeping Physically Fit

1. Demonstrates spatial directions through movement (forward, backward, up, down, right, left, high, low, in front of, behind, beside a cone, between two cones) with assistance.
2. Climbs and descends stairs alternating feet.

3. Uses some mobility equipment (for example, cycle, scooter.)
4. Demonstrates mobility in more than one way (walks, runs, jumps, crawls, creeps, scoots, etc.)
5. Demonstrates movements to music and imitates movements of others to music.
6. Carries or holds objects (for example, a bag of groceries, a puppy).
7. Takes part and enjoys water activities under supervision.

Level IV

A. Eating

1. Uses utensils for making bite size portions, and for eating them.
2. Differentiates and selects foods for meals and for snacks.
3. Helps prepare simple meal (for example, soup and sandwich for lunch).
4. Uses appropriate table etiquette habitually.
5. Makes selection of foods and places order in public eating establishment (for example, fast food stand, cafeteria, restaurant).
6. Packs a nutritional "bag" lunch when necessary (for example, for school, a picnic, for work).
7. Helps prepare refreshments for a party or holiday.
8. Cooks semi-prepared foods (for example, canned biscuits and cookies, macaroni mix, instant pudding).
9. Names and labels food in more differentiated ways (for example, steak or pork chops rather than "meat").

B. Body Care and Dressing

1. Washes self on own initiative (for example, after becoming dirty during an activity, before special occasions).
2. Locates appropriate restroom in public places, using cues provided by others.
3. Shampoos hair when necessary.
4. Prepares for bath or shower, bathes unassisted and cleans up afterwards.
5. Uses toiletries appropriately (for example, correct amount of after-shave or perfume, deodorant properly placed).
6. Communicates to adult when new grooming materials are needed (for example, soap, toothpaste).
7. Uses a mirror to check how clothes look and fit (for example, check for wrinkles, dirty).
8. Dresses self completely (for example, includes shoe tying, belt loops).
9. Identifies preferred clothes and styles (for example, long or short dresses, flaired or straight legged pants).
10. Selects outfits in which pieces match appropriately in regard to "dressiness" or style (for example, no dressy blouse with dungarees).
11. Selects and wears clothes that fit properly (for example, distinguishes between a shirt that is too big, too small, and fits).

C. Protection and Treatment of Illness and Injury

1. Follows necessary precautions when riding in a vehicle (for example, fastens seat belt, keep hands and head in window, locks door).
2. Uses potentially harmful objects carefully (for example, scissors, knives).
3. Follows public procedures or rules for participating in such facilities (for example, swimming pool rules, fire drill procedures).
4. Cautiously proceeds in potentially dangerous situations (for example, broken glass, bottles of poisons, broken electrical wires).
5. Notifies appropriate person in case of injury.
6. Visits the school nurse when injured or sick.
7. Notifies appropriate person in case of injury, illness, accident, fight (for example, telephone operator, doctor, policeman, family member).
8. Uses vocabulary associated with simple injuries (for example, bruise, cut, scratch).
9. Uses vocabulary associated with simple illness (for example, cold, sore throat, cough, diarrhea, upset stomach).

D. Keeping Physically Fit

1. Begins to understand importance of physical activity to physical well being.
2. Walks with coordinated gait.

3. Demonstrates mobility in various locomotor skills (for example, runs, leaps, jumps, hops, gallops, slides, skips).
4. Begins to work creatively with fingers (molds clay,, draws, etc.)
5. Moves spontaneously to tactile, visual, auditory stimulation (for example, signals, directions, music).
6. Demonstrates some object control skills (for example, rolling, throwing, kicking, catching, striking, bouncing.)
7. Demonstrates appropriate use of different body parts through movement (for example, walks on legs, lies on stomach, moves toes).

Level V

A. Eating

1. Uses toaster, mixer, oven appropriately and safely.
2. Prepares and serves a meal (for example, a casserole, simple dessert).
3. Prepares a meal or snack from food at hand (for example, TV dinners, leftovers).
4. Considers nutritional value of food before planning menus.
5. Cares for food properly (for example, puts meat and milk in refrigerator, potato chips in the cupboard, does not refreeze meat).
6. Uses appropriate eating etiquette in a variety of social settings (for example, a football game, a restaurant, a party).
7. Prepares refreshments for a party with little assistance (for example, a cake and punch, sandwiches and drink).

B. Body Care and Dressing

1. Washes, bathes, and shampoos hair regularly following a general schedule or routine (for example, bathes daily before bed).
2. Shaves if so desired (for example, face, underarms, legs).
3. Recognizes the need for hair care and request the services of a barber, beautician, hair stylist, etc.
4. Develops preferences in grooming materials (for example, types of deodorant, shampoo, perfumes, shaving cream).
5. Selects new clothes, keeping current wardrobe in mind.
6. Selects outfits to wear daily (for example, makes selections that are appropriate for weather, place/setting, age, sex).
7. Cares for own clothing (for example, folds clothes and puts in drawer, discards worn out items, launders clothing).

C. Protection and Treatment of Illness and Injury

1. Uses signs for avoiding potentially dangerous situations (for example, "danger," "high voltage").
2. Performs physical skills consistent with one's own strength (for example, lifting objects, avoid over-exertion).
3. Performs activities to keep physically fit (for example, diets and exercises for weight problems).
4. Gets adequate rest.
5. Attends to simple first aid (for example, washes out cut, applies bandaid, applies sunburn ointment).
6. Follows correct procedures under guidance of responsible person for taking long-term medication (for example, dosage, storage).
7. Stays home and/or in bed on own initiative when not feeling well.
8. Requests to see a medical person when sick or injured (for example, needs a dentist for a toothache, school nurse for a cut).
9. Warns and protects others, especially younger children, of any dangerous areas in the home or community.

D. Keeping Physically Fit

1. Maintains basic relaxation techniques with assistance.
2. Maintains basic conditioning exercise routine with assistance.
3. Demonstrates good standing and walking posture.
4. Demonstrates different actions of body parts (bends elbows, swings leg, twists arm, etc.)
5. Demonstrate different body actions (curls, stretches, twists, turns).
6. Moves purposefully to tactile, visual, auditory stimulation (for example, music, demonstration).
7. Performs simple swim activities.

Level VI

A. Eating

1. Prepares foods using simple recipes.

2. Selects, buys and prepares food with guidance considerating likes and dislikes, and cost factors.
3. Prepares and serves meals for invited guests.
4. Seeks help for a food-related problem (for example, diet, spoiled foods, budget).
5. Regulates eating habits (for example, does not consistently overeat or go hungry).
6. Eats and uses only food that has been cared for properly.

B. Body Care and Dressing

1. Allows adequate time each day for grooming.
2. Selects hair styles, appropriate to age and culture.
3. Purchases grooming materials, considering cost, size, amount of use.
4. Maintains clean, cut, and filed fingernails.
5. Distinguishes between times when "dirty" is acceptable and when it is not (for example, degree of cleanliness while camping differs from degree while staying in a motel).
6. Purchases clothes with guidance keeping appropriateness, preferences and cost in mind.
7. Maintains clothing (for example, washes, irons, mends).

C. Protection and Treatment of Illness and Injury

1. Makes and keeps own appointments, with guidance (for example, doctor, dentist, clinic).
2. Takes necessary precautions when using tools and equipment (for example, electric saw, lawn mower).
3. Follows appropriate procedures for calling in sick to work.
4. Follows appropriate procedures for reporting an injury at work.
5. Uses commercial pain relievers and cold remedies (for example, aspirin, cough medicine).
6. Purchases drugs using a doctor's prescription and guidance.
7. Avoids the use of illegal drugs.

D. Keeping Physically Fit

1. Maintains abdominal strength and muscular endurance through regular exercise.
2. Maintains stamina and endurance through activity.
3. Maintains appropriate body weight through diet and exercise.
4. Maintains [illegible] posture while [illegible]ing (static posture).
5. Maintains good posture while moving (dynamic posture).
6. Maintains good posture while pulling, pushing, holding, carrying.
7. Carries out complete movement patterns that accomplish a purpose (for example, uses stepladder to climb upon to reach objects.)
8. Uses variety of equipment and natural surroundings independently (for example, row boat, trees, basketball).

Life is primarily a matter of interpersonal relationships, a series of agreements, disagreements and compromises between human beings.

Persisting Life Problem III

Understanding One's Self and Others

Introduction

Understanding one's self and others begins at birth and continues throughout life. Indeed it is during the early and school age years that the fundamental attitudes, understandings and interpersonal skills are formed and upon which the groundwork is developed for living in harmony and balance with one's self and others. To be able to live harmoniously within society, an individual must learn to cope with cultural mores and values, manners and societal roles and relationships. He must learn to delay gratification to achieve higher goals, to accept his

limitations and the limitations of others; to take pride in his talents and accomplishments and in the achievements of others; to give of himself and accept from others; and to develop satisfying relationships. Understanding one's self and others requires sensitivity, courage, and loyalty while developing and adhering to a value system. In developing these skills, attitudes and understandings, one also develops those internal controls which reduce the need for external ones.

Traditionally, programs for the moderately retarded have prepared the individual to deal more adequately with tasks and machines, than with himself and others. The basic objectives have for the most part concentrated on the acquisition of practical academic, self-care, perceptual-motor, and limited vocational skills. It has been a great injustice to the retarded to overconcentrate on the skills and tools and neglect the attitudes and understandings, although such skills and tools are necessary to make one's way in the environment. However, this curriculum guide recognizes that in the situations of daily living, it is not so much rote answers, pat solutions, or repetitious tasks that are required of individuals, but rather a series of personal interactions. This guide recognizes that life is primarily a matter of interpersonal relationships; a series of agreements, disagreements and compromises between human beings, and that each life is made up of the lives of others. When each retarded person better understands and accepts his own uniqueness and the uniqueness of others, as well as his commonness to all other human beings, he will live, participate and interact more fully, more wisely and more effectively. This Persisting Life Problem is crucial because without some degree of self awareness, honest communication and respect for others, mastery of specific tasks is of little avail. No individual exists in total isolation and to neglect or to be limited in some way from reaching others is to be a diminished person. While one may choose to have moments of privacy, isolation should be a matter of choice, and not a result of one's inability to interact with others.

The objectives included in this Persisting Life Problem were selected not only to assist the individual in understanding himself and others, but to aid in developing a realistic and positive self image. Above all, a positive and realistic self-image is vital to genuine success, happiness and adjustment. Though its development does not in itself create new abilities and skills, it is a dynamic force in releasing and applying them.

As the individual meets the sequential objectives included in the text of this Persisting Life Problem, he will be better able to cope with the complexities of adjusting to a world in which cooperative human relationships are essential.

To take pride in her talents and accomplishments.

Level I

A. Accepting and Understanding Self

1. Expresses fear, anger, distress or contentment with change in facial expression or gesture.
2. Repeats behavior that is laughed at, encouraged or otherwise reinforced.
3. Recognizes and responds to own mirror image (for example, smiles, points to image of self, says "me").
4. Behaves possessively about own parent, teacher, attendant.
5. Randomly explores own body parts (for example, touches toes, fingers, face, when looking in mirror).
6. Responds to physical expressions of affection (for example, smiles when patted or kissed).

B. Building Relationships with Others

1. Notices peers, siblings, other familiar people.
2. Points, gestures or otherwise shows recognition of familiar persons.
3. Watches speaker when spoken to.
4. Responds with smile or laughter to another person's laughter.
5. Responds soberly or with apprehension to stranger or unfamiliar person.

C. Adjusting to Cultural Patterns

1. Adjusts to established daily routines and fixed schedules.
2. Imitates others in common situations (for example, sits down when others sit down, claps hands, mimicking others when they clap).
3. Tolerates minor deviations from routine (for example, stays indoors because of rain, wears blue sox instead of red ones, drinks milk instead of juice, takes brown bag instead of the lunch pail).
4. Imitates common social gestures (for example, shakes head yes or no, waves, folds hands).

Level II

A. Accepting and Understanding Self

1. Responds discriminately to expressions of affection and censure (for example, cries when scolded, smiles when complimented).
2. Uses certain actions and words to make wants and needs known to others (for example, puts hands on stomach when it hurts, uses one or two word phrases to express wants).
3. Recognizes self as a unique person (for example, identifies self in photograph, has own place at table, knows name).
4. Distinguishes sex differences (for example, knows if a boy or girl).
5. Recognizes ownership of property (for example, gets own lunch box, hat, boots).
6. Expresses some preferences (for example, food and toys).
7. Demonstrates some awareness of personal assets and limitations (for example, not being able to reach a toy on a shelf out of reach, accepts the fact that he can't run as fast as big brother).
8. Demonstrates a knowledge of identity (for example, says bus number, full name).
9. Expresses a sense of humor (for example, laughs at reflection in mirror when making a face).

B. Building Relationships with Others

1. Participates in activities with others (for example, plays blocks, house).
2. Communicates feelings to others (for example, hugging, crying, laughs, claps hands for joy).
3. Obeys instructions of authority figures (for example, comes when called, helps adult with task when asked).
4. Deliberately behaves, responds in ways to affect others (for example, hugs parents, shares snacks).
5. Identifies familiar persons from various stimuli (for example, photos, video tape, T.V.).
6. Shares with others (for example, shares food and toys, takes turns).
7. Demonstrates a basic awareness of others' limits and assets (for example, knows that baby is too little to get his own bottles, daddy can lift heavy things).
8. Addresses persons according to title (for example, grandmother, Mr., Dr.).
9. Shares simple responsibilities with others (for example, picking up toys).
10. Forgoes immediate attention when adult or peer is occupied.

C. Adjusting to Cultural Patterns

1. Functions in a structured situation (for example, adheres to school and home schedules, rules, procedures).
2. Remains quiet upon request in order to respect others (for example, while they are resting, when they are speaking).
3. Follows some rules with indirect supervision (for example, stays at specified task with teacher present but not attending).
4. Adjusts to some emergencies and contingencies (for example, a substitute teacher, a change in routine because of illness of a parent).
5. Models behavior of others in some new and different situations (for example, uses urinal, waits in line).
6. Demonstrates affection overtly only to appropriate friends and family (for example, does not hug and kiss strangers).
7. Begins to enjoy giving presents or surprises to others.

Level III

A. Accepting and Understanding Self

1. Recognizes distinguishing characteristics of self and others (for example, identifies others as being bigger or smaller than he, or a different color).
2. Admits responsibility in wrong doing.
3. Resumes activity after mistakes, accidental injuries or quarrels are explained, (for example, shakes hands, smiles, resumes playing, accepts apologies).
4. Shows flexibility to adapt to situations (for example, changes likes and dislikes, responds to a different schedule).
5. Takes obvious pride when he has accomplished something well.
6. Assumes personal responsibility for self care, care of own belongings (for example, papers and notes to go home, own toys or pets).
7. Demonstrates an understanding of personal identity by stating who he is, what he can and should do, what he likes or does not.
8. Demonstrates some understanding and acceptance of limitations (for example, knows there are some things he can't learn that other children of similar ages can; accepts alternatives).
9. Builds and strengthens skills and talents by using them often (for example, singing, drawing, dancing, talking, raising plants, sports, cleaning, sewing).
10. Knows basic facts about sex (for example, how babies are born, that adult bodies differ from children's bodies).

B. Building Relationships with Others

1. Identifies ownership (for example, calls item "mine" or "yours").
2. Questions others about preferences and personal information (for example, likes, dislikes, family composition).
3. Demonstrates preferences for particular peers, teachers, family members.
4. Initiates interaction with peers (for example, offers toy, shares object, tells experience to others, games).
5. Helps friends in need of assistance (for example, in finding a lost ball, in helping him/her up when he/she falls down).
6. Recognizes his relationship to immediate family members and relatives (for example, can state who are sisters, brothers, grandparents, parents, and his relationship to them.)
7. Shares attention with others (for example, does not dominate teacher or parent, interaction with other children, waits turn; listens to others).
8. Participates in group activities (for example, games, learning activities).
9. Recognizes limits of people's tolerance and acts accordingly (for example, when questions cause another to become irritated, stops asking them).
10. Gives recognition to others, according to assets and limitations (for example, praises others, offers encouragement to classmate who is trying to improve speech).
11. Begins to respond appropriately to teasing or unkind remarks by ignoring or telling a responsible adult.

C. Adjusting to Cultural Patterns

1. Respects privacy of others (for example, staying out of bathrooms or bedrooms when the door is closed.)
2. Distinguishes between gross differences in right and wrong (for example, does not steal, tried to be truthful).
3. Begins to distinguish sex role differences (for example, girls use girls bathroom, mothers have babies).
4. Gives gifts, cards or wishes to others at socially appropriate times (for example, a get well wish, a birthday or Christmas gift).
5. Follows routine rules without direct supervision (for example, goes to and from restroom alone, doesn't open door to strangers).
6. Demonstrates affection appropriately at appropriate times.

Level IV

A. Accepting and Understanding Self

1. Responds appropriately to the acceptance or rejection from others.
2. Solicits and accepts suggestions from adults to help make decisions.
3. Asks why certain kinds of behaviors are required, accepts answer.
4. Forgives others for mistakes or accidental injury.
5. Remains calm in most ordinary crisis situations (for example, fire drill, friend having nose bleed).
6. Controls physical responses in relation to emotional stress (for example, avoids hitting when angry, avoids tantrums when frustrated).
7. Recognizes own mistakes and attempts to correct them.
8. Recognizes consequence and responsibility in regard to sexual acts (for example, understands that venereal disease, pregnancy and bad reputations can result from promiscuity).
9. Understands and adjusts to changes in body and emotions that occur during adolescence (for example, body odors, developing breasts, mood fluctuations).
10. Understands and provides simple explanations for the concepts of mental retardation, disability handicap.
11. Accepts personal responsibility and consequences for most of his behavior (for example, if he spends all his money, he can't go on the trip, if he treats another person nicely he won't make him angry).

B. Building Relationships with Others

1. Recognizes roles of familiar persons (principal, teacher, janitor).
2. Gives sincere apology when necessary.
3. Chooses companions who are compatible.
4. Assists in the care of younger children.
5. Recognizes certain topics as private matters (for example, family matters, menstruation, secrets).
6. Exercises care in making remarks in order to avoid hurting others (for example, does not tattle, speaks nicely about others, avoids asking personal questions when they embarrass others).
7. Helps peers with any activity in which he is experienced (for example, teaches peers a game).
8. Works cooperatively with others (for example, in planning social functions, participates in class activities with substitute teacher, scout troop).
9. Considers others individual rights and opinions (for example, refrains from forcing others to do things against their will, speaks up for peer who has been unjustly accused).
10. Contributes to the enrichment of the group by relating personal experiences.
11. Shows interest in the affairs of others, (for (example, questions others about feelings).
12. Extends interests through interaction with others.
13. Fulfills obligations to others (for example, keeps bargains, cares for pets, respects others property rights, helps less fortunate).
14. Recognizes limits of people's tolerance and acts accordingly (for example, when questions cause another to become irritated, stops asking them).

C. Adjusting to Cultural Patterns

1. Expresses feelings in a socially acceptable way (for

example, differs with others, controlling anger, expresses hurt feelings).

2. Observes social etiquette (for example, inquires about the health of others, exhibits acceptable behavior in public).
3. Encourages appropriate behavior of others (for example, tries to settle differences between classmates, encourages others to follow group rules, discourages inappropriate behavior).
4. Compromises personal desires in interest of group.
5. Participates in formulating rules and contingencies of group.
6. Practices cultural traditions appropriate to his milieu (for example, religious holidays, patriotic events).
7. Habitually behaves honestly and truthfully.
8. Participates in, or shows respect for patriotic events (for example, Bicentennial events, flag salute, parade).
9. Demonstrates some knowledge of major leaders (for example, the President, major religious leaders).

Level V

A. Accepting and Understanding Self

1. Attempts to make minor decisions independently (for example, chooses which club to join).
2. Realizes need for acceptable appearance in public.
3. Accepts criticisms and legitimate blame.
4. Evaluates the consequences of one's own acts and makes decisions accordingly (for example, evaluates the consequences of ignoring teacher's request, weighs parental advice in the light of standards of peer group).
5. Is aware of his/her sexuality and what effect it has on others (for example, dress, body language, language).
6. Identifies self in various large or small defined groups (for example, nationality, religion, race).
7. Accepts and adjusts to the limitations retardation imposes on self and acts accordingly (for example, understands that he can not learn to drive and finds other type of transportation).
8. Accepts his differences, compensates for them (for example, knows he can't read novels, learns to enjoy talking books).
9. Demonstrates an understanding of sexual intercourse and its consequences.
10. Asks advice before participating in sexual acts.
11. Appropriately applies various sources of advice to individual decisions (for example, stays in group home rather than moving to an apartment upon the advice of respected friend).
12. Recognizes the need for and seeks to develop some forms of protection for self (for example, avoids people who may continually hurt his/her feelings, recognizes and avoids a provoking situation).

B. Building Relationships with Others

1. Adjusts expressions of affection to people of different ages and sexes (for example, hugs a small child, smiles at a peer).
2. Seeks desirable qualities in companions.
3. Offers and accepts criticisms, suggestions, and advice regarding personal matters.
4. Demonstrates an awareness of the functions of community services (for example, police department, fire department).
5. Shows interest in conversation of others (for example, establishing eye contact with speaker, joining in conversation, appears to look interested).
6. Recognizes and accepts differences in others.
7. Seeks new friends; develops healthy interactions with others outside of school and workshop peers.
8. Cooperates with others in work and social settings (for example, at camp. in sports activities.)
9. Accepts and adjusts to losing with no hard feelings, winning with some modesty.
10. Recognizes his relationship to those outside of immediate family (for example, uncles, cousins).

C. Adjusting to Cultural Patterns

1. Behaves in socially acceptable way in various situations (for example, being quiet in assemblies or participating in a pep rally,

expresses friendship and affection in acceptable ways).

2. Models group behavior (for example, models type of humor, models topic of conversation).
3. Demonstrates socially acceptable public behavior in male and female relationships.
4. Expresses friendship and affection in acceptable ways.
5. Demonstrate awareness of various life styles (single, married, rich, poor, family structure).
6. Practices a personal code of ethics with guidance (for example, is honest, tries not to hurt others feelings).
7. Refrains from unattractive actions in public (for example, nose picking, scratching, open staring).
8. Participates in a variety of traditional events in different settings (for example, with family, at church, in the community).

Level VI

A. Accepting and Understanding Self

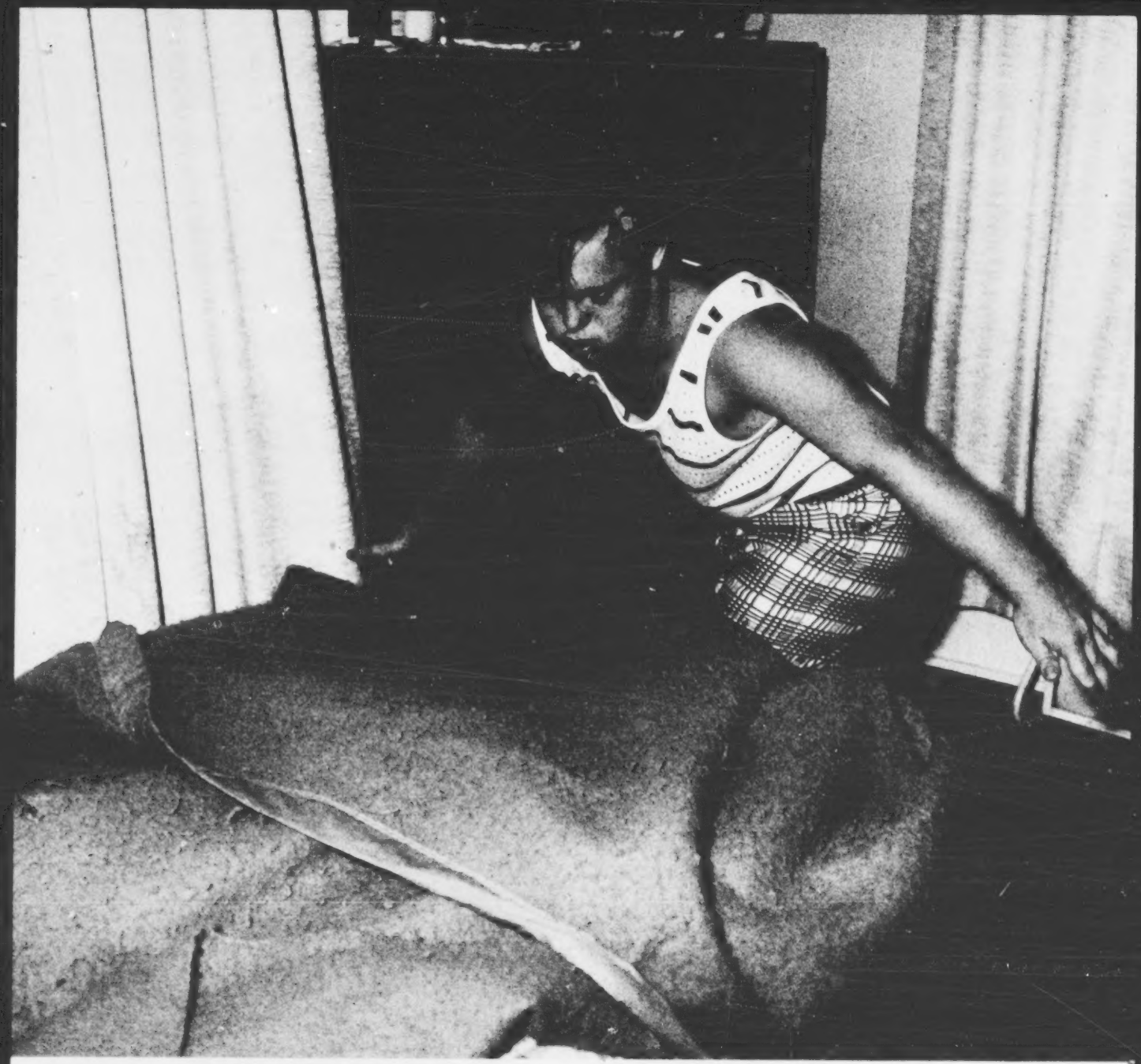
1. Distinguishes differences in own roles (family, job, social setting).
2. Selects and uses form of birth control if he or she participates in sexual activity.
3. Continues to ask advice of trusted friend before participating in sexual acitivities.
4. Avoids participation in exploitive sexual activities (for example, does not make sexual overtures to children, does not allow strangers to use him/her in unhealthy ways).
5. Knows basic rights, advises friend or advocate if they are not adhered to (for example, the right to make a phone call if arrested, the right for legal representation, the right to worship in manner of own choice).
6. Assumes responsibility for contributing to own welfare and support (for example, works and pays a portion of rent, saves for desirable but non-essential items).
7. Selects and lives in life style of personal preference within necessary limits (for example, sleeps late on days off, eats out occasionally if desired, spends some time in solitude by choice, grows a beard, has hair styled in keeping with current fashion, has a beer on Friday night etc.).

B. Building Relationships with Others

1. Participates as an integral and essential member of groups (for example, classroom, job, club, team, etc.) without expecting praise.
2. Respects another's opinion with or without accepting it (for example, allows person to accept or reject a suggestion).
3. Politely concludes or accepts conclusion of a activity (for example, telephone conversation, leaving when you are a visitor.
4. Seeks a sympathetic person to talk to when troubled, depressed or angry.
5. Shares happy feelings and good news with others.
6. Listens to others when they are sad or happy; shows appropriate feelings.
7. Recognizes his relationship to family surrogates, advisors, advocates.
8. Actively tries to help and give to others.
9. Uses a variety of community resources (for example, crisis center, clinics, telephone operator).

C. Adjusting to Cultural Patterns

1. Practices general protocol in keeping with current cultural trends (for example, making introductions, being a host or hostess).
2. Adjusts behavior to keeping with varying group demands (for example, does not swear in company of those who find it offensive, is quiet when visiting a hospital, appropriately boisterous at a sporting event).
3. Expresses opinions about major local state and national events (for example, a teacher's strike, an election, a kidnapping).
4. Selects some groups of own preference for interaction and participation (for example, at the YMCA, church, college campuses, in the neighborhood).
5. Habitually practices a personal code of ethics.
6. Habitually celebrates holidays and events marking cultural heritage in ways of personal preference (for example, hides Easter eggs for neighborhood children, enters items in contest at State Fair, sings in Christmas choir at church).



Assuming responsibility for one's self is required at all stages of development

Persisting Life Problem IV

Fulfilling Home and Work Responsibilities

Introduction

Throughout life, each individual desires and deserves comfort, satisfaction and some degree of control over his own destiny. Each individual wants and needs, in various measures, to be somewhat independent, to exercise choice, to have self-esteem, to be important to others, and to support and take care of himself. The degree of comfort, satisfaction, and autonomy one achieves is directly related, however, to the degree to which an individual is able to assume personal responsibility in his home and work environment. Maturity and autonomy are contingent upon

moving from dependence to increasing independence and cannot be fully achieved unless some home and work responsibilities are met.

Assuming responsibility for one's self is required at all stages of development. As the individual matures, he begins to discover that he can, and is expected to manage many of the activities and functions which others have previously either provided or performed for him. As each individual matures and acquires skills he is expected to gradually assume increasing responsibility for carrying out many of the daily living activities. Such activities include caring for belongings, helping with or preparing meals, basic home management tasks, and contributing in general to the cooperative operation and upkeep of one's own family, community, school and vocational unit.

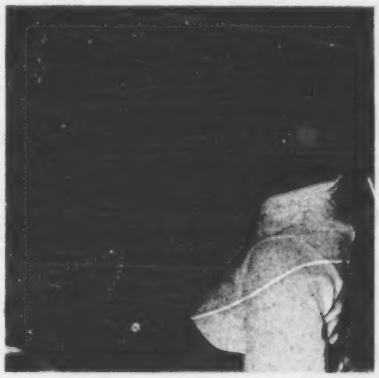
Home and work responsibilities occur at the most elementary level, and continue to grow in complexity according to the individual's abilities, age, and developmental level. At one level of development, clearing the table or changing a pet's water is as important a home or work responsibility as grocery shopping or installing a part in a piece of machinery at a more advanced level.

If home and work responsibilities are to be met, not only is mastery of certain basic skills necessary, but self-discipline, routine, relevant habits, attitudes and understandings must be developed. Maintaining the every day operation of one's residence such as cleaning, cooking, washing, ironing, planning, budgeting and shopping are basic among the home responsibilities, whether they are shared or carried out alone. Cooperating, selecting, preparing for and completing a task are important responsibilities for both home and work. Being punctual, observing rules, regulations, and safety precautions are among the essential work responsibilities.

Because the ability to meet home and work obligations is such an integral and necessary part of life, it warrants special attention in this curriculum guide. The objectives in this section are of major importance for the moderately retarded because the specified skills, attitudes, and understandings are not learned incidentally as they might be with persons of average or greater intellectual ability. These skills, attitudes, and understandings must be directly and deliberately taught. While home and work skills are developmental in nature, it must be emphasized that successful acquisition, mastery, and expansion of these skills are directly dependent upon the quality and quantity of experiences to which the individual is exposed. As these experiences and skills pyramid, the individual is able to assume and fulfill greater and more complex home and work responsibilities. Consequently, the objectives in this section, as in all sections, are drawn from the daily life concerns of the individual at each level of development. They are not presented as isolated or fragmented tasks, but are arranged sequentially, cumulatively building upon what has been achieved and what is to follow. Most important, they are presented in a context of meaningful, practical situations which can be transferred and applied to a variety of life styles.

Not only is fulfilling home and work responsibilities essential to one's well-being, it is through competence and mastery of the basic skills and the accompanying attitudes and understandings that one can free himself to participate more fully in his environment. Indeed, it is the aim of the objectives included in this Persisting Life Problem to move the individual from a more passive and dependent existence into a more active self-directed life in the community.

Each individual wants to have self esteem and to be important to others.



Level I

A. Developing Habits and Attitudes

1. Adjusts to and accepts routines and schedules (for example, eating and sleeping time, bus time).
2. Waits until appropriate time for favorite treat (for example, "works" by participating in learning activity and waits for reward of food or play with favorite toy).
3. Follows simple directions of adult in charge in work and play (turns head, attempts to speak or stand on direction, plays in water or with toy).
4. Begins to anticipate that certain activities happen at the same time every day; resists changes (for example, the physical therapist comes after the flag salute, daddy gets home before mother does).

B. Obtaining and Using Resources

1. Accompanies adult on shopping trip, observes them while purchasing items.
2. Begins to respond to stimuli in various environments by pointing, gesturing or responding to items of particular interest (for example, claps hands in anticipation when nearing the Dairy Queen, points to toy or favorite food in store).
3. Complies with simple rules when in stores or public places (for example, does not handle merchandise, sits in grocery basket, does not run in aisles).
4. Finishes eating entire portion of food before indicating that he wants more or before requesting dessert or treat.
5. Demonstrates an awareness of the concept of "empty" or "all gone" (for example, gestures or verbally indicates that he wants his ice cream when carrots are all gone).

C. Protecting and Maintaining One's Surroundings

1. Contributes to maintenance of environment by allowing others to fulfill their duties (for example, stays out of back yard while daddy mows lawn, doesn't demand attention while mother is making supper, waits while teacher prepares materials).
2. Begins to show some respect for property by avoiding destructive activity (for example, does not pull up flowers from garden, avoids tearing clothing, does not throw food).
3. Begins to participate in simple maintenance activities (for example, puts tissue in wastebasket, flushes toilet after use).
4. Begins to show pleasure toward attractive or beautiful things in the environment (for example, the feel of soft grass underfoot, trees blowing in the wind, the scent of a flower).

Level II

A. Developing Habits and Attitudes

1. Observes others in working routines to become aware of work roles (for example, policeman, teacher, watches postman, fireman, mother, functioning on job).
2. Follows a simple task through to completion with direction (for example, helps put away own play things at the end of an activity).
3. Complies with safety measures imposed on him by family, school and community (for example, holds hand when crossing street).
4. Performs routine actions at distinct times of day (for example, goes to bed at night, plays in the afternoon).
5. Participates routinely in activity specific to each day (for example, goes to church on Sunday, goes to school Monday through Friday).
6. Knows that clocks tell time.
7. Uses appropriate names for days of the week, with assistance.

B. Obtaining and Using Resources

1. Recognizes coins and bills as money (for example, knows difference between nickel and button, real and play money).
2. Begins to save coins and bills (for example, keeps money in toy bank).
3. Demonstrates through play that he perceives the trading value of money (for example, role playing, uses toy money).
4. Accompanies adult or older child when making purchases; helps by handing money to clerk, selecting items.
5. Appropriately labels common products seen on television commercials and ads (for example, Kool Aid, dog food, paper towels).
6. Requests that an empty container be filled to serve a functional purpose (for example, that a cup be filled with milk so as to drink it).
7. Distinguishes gross differences in size and shape

(for example, daddy is bigger than he is, a car is smaller than a house).

8. Plays with substitutes for toys (for example, empty cottage cheese containers, boxes).

C. Protecting and Maintaining One's Surroundings

1. Helps others with work tasks (for example, brings dust cloth, holds door open).
2. Puts own belongings in appropriate place (for example, sox in drawer, crayons in desk, hangs coat on hook).
3. Helps others care for pet (for example, brings food from shelf, accompanies person walking a dog).
4. Imitates others doing domestic or work tasks (for example, plays with doll dishes, sweeper, toy hammer or lawn mower).
5. Begins to consciously conserve materials and supplies at home and school (for example, takes only amount of paste needed, does not throw usable paper or crayons away).
6. Differentiates between clean and dirty when observing home, classroom or yard.

Level III

A. Developing Habits and Attitudes

1. Accepts responsibility for task completion with only occasional prompts (for example, carries trash out to container when reminded).
2. Completes tasks in designated time period (for example, plays until lunch time).
3. Attends to individual task with direct supervision.
4. Cooperates with others by sharing materials (for example, allows another to use own toy, uses own toy in playing with another).
5. Uses vocabulary words associated with time (for example, clock, calendar, morning, afternoon).
6. Anticipates major holidays (for example, Christmas, Thanksgiving, Halloween).
7. Uses simple time concepts (for example, "early," "late," "a long time," "pretty soon," "in a minute").
8. Tells time by the hour, relates time to specific activities, or routine (for example, 9:00 is bedtime, 12:00 is lunch).
9. Relates days of the week to specific activities or routines (for example, Friday is cooking day, Tuesday is the field trip).
10. Associates the months with seasonal changes, events (for example, his birthday is in April, it is cold in December).
11. Differentiates between work and play activities (for example, views school work and home responsibilities as "work," free time or recreation as "play").
12. Begins to adjust with help to changes in routine or schedule (for example, a change in bus schedule, a cancelled field trip).

B. Obtaining and Using Resources

1. Recognizes money can be exchanged for items (for example, makes simple purchases under adult supervision, exchanges money for purchase with adult checking money value).
2. Requests coins by name for purchasing items.
3. Keeps money in safe place (for example, wallet, change purse).
4. Consults adult when money situation occurs (for example, asks how much he needs for milk or ice cream cone).
5. Labels most common products and merchandise found in catalogues, seen on television.
6. Uses whole/part relationship (for example, sharing an apple by cutting into halves).
7. Uses vocabulary words associated with measurement (for example, weight, length, height, tall, short).
8. Recognizes that common measurement devices serve a specific purpose (for example, scales, a ruler).
9. Differentiates between "heavy" and "light" (for example, does not try to lift things that are too heavy).
10. Uses discarded items constructively in play (for example, uses discarded plastic bottles for holding beads, crayons, junk mail in play).

C. Protecting and Maintaining One's Surroundings

1. Operates toys according to design (for example, spins a top, builds with blocks).

2. Helps conserve a broader range of resources (for example, turns off lights, keeps refrigerator door closed).
3. Participates in simple maintenance chores (for example, wipes up spills, puts trash in appropriate containers).
4. Assumes some responsibility for care of pet (for example, feeds fish or cat, pets or walks dog).
5. Offers to help with domestic or work tasks (for example, put groceries away, put silverware on table, get out supplies at school).
6. Shows respect for property (for example, does not bang on furniture, tries not to break toys, does not take things that belong to others).
7. Differentiates between neat and messy when observing own quarters at home and school.

Level IV

A. Developing Habits and Attitudes

1. Follows simple written or verbal directions (for example, responds in accord with KEEP OUT signs).
2. Adapts to changes in routine (for example, accepts substitute teacher in classroom, change in lunch schedule, job changes).
3. Cooperates with others in completion of tasks (for example, contributes to completion of group project, fixes a meal with another).
4. Cares for the property of self and others (for example, handles breakable objects with care, brings playthings out of rain).
5. Asks questions in relation to task or activity for clarification (for example, seeks assistance in problem solving).
6. Uses meaningful time vocabulary when speaking of specific situations (for example, now, later, today, tomorrow, yesterday).
7. Uses a simple calendar showing important dates.
8. Tells time by hour and half hour, uses concept of a.m. and p.m.
9. Uses seasonal characteristics to guide activities (for example, football starts in the fall, in the summer we don't have to wear coats).
10. Accepts constructive criticism and direction from another (for example, acts in accord with directives of supervisor, teacher).
11. Establishes appropriate routines for maintaining personal quarters at home and work (for example, makes bed, sweeps).

B. Obtaining and Using Resources

1. Counts exact amounts for purchases.
2. Recognizes relative worth of coin or bill (for example, a dollar will buy cookies, but not a dress).
3. Carries "reasonable" amount of money (for example, takes money on field trip for pop, candy; carries money for emergency, phone or bus).
4. Goes on errand to specific stores to purchase particular item (for example, goes to grocery store for flour).
5. Uses vending machines (for example, puts correct change in and pushes button for item).
6. Saves money for a specific purpose (for example, to buy a toy, a movie).
7. Uses correctly sized measuring devices required in completion of task (for example, fills a 1-cup measure with laundry detergent, fills a ½-cup measure with liquid).
8. Divides a whole into a given number of pieces (for example, cuts cake into enough pieces to serve X number of people).
9. Determines likeness or differences in shapes, sizes and dimensions (for example, this is larger or shorter, heavier or lighter).
10. Uses quantitative concepts and vocabulary appropriately in context(s) (for example, few, couple, all).
11. Determines whether dimensions of material on hand will serve specific purpose (for example, judges the size box needed to fit a specific item; long, short, heavy, light, just right).
12. Makes useful items from objects usually discarded (for example, a flower pot from a plastic cup or panti-hose container).

C. Protecting and Maintaining One's Surroundings

1. Performs assigned tasks in home and work maintenance (for example, takes trash out, makes own

bed, puts tools and equipment away).

2. Accepts and performs unpleasant or undesirable tasks for benefit of the group (for example, cleans toilet, scrapes garbage).
3. Deliberately avoids making extra work for others (for example, wipes muddy feet on mat, puts wet umbrella on paper).
4. Exercises care around special items (for example, keeps hands off breakable items, does not unnecessarily handle merchandise in stores).
5. Uses tools specific to task (for example, uses vacuum sweeper to clean rug rather than a wisk broom).
6. Routinely cares for pet (for example, feeds, brushes, cleans up after).
7. Begins to use common appliances with supervision (for example, mixer, stove, blender).
8. Identifies those maintenance items needed to keep a household running smoothly (for example, cleaner, paper towels, sponges, mops).

Level V

A. Developing Habits and Attitudes

1. Sees usefulness of job in order to receive satisfaction (for example, views contributions to any assigned task as being important).
2. Discusses job and job related matters with another, exchanging information (for example, compares own job with another, talks with another to relieve job frustrations).
3. Sets alarm clock or timing device (for example, sets timer when baking cake, sets alarm clock to awaken).
4. Uses the clock to determine time (for example, tells time to hour, half hour, quarter hour and minute).
5. Budgets time in performing various activities (for example, prepares for school on time, dressing, washing, eating).
6. Uses some time equivalents (for example, 7 days = 1 week).
7. Recognizes written time symbols (for example, 1:00 = one o'clock; p.m., a.m.).
8. Develops habits of punctuality.

B. Obtaining and Using Resources

1. Counts money to determine an amount needed for purchasing and receiving.
2. Pays out money in closest denomination when making a purchase (for example, may give cashier $1.50 when making purchase of $1.34).
3. Recognizes paycheck as money earned (for example, accepts pay for work in form of check, money order, voucher).
4. Recognizes substitutes for cash (for example, checks, money orders, coupons, bus tokens).
5. Compares dollar amount of check to cash received (for example, counts money received from teller after cashing check).
6. Determines proximity of special events (for example, how long until the next holiday, sports event).
7. Determines reasonable alternative in transporting item(s) that require strain to lift (for example, carries heavy grocery bag or multiple bags in wagon).
8. Anticipates when container will be empty and prepares for refill (for example, asks mother to buy more of favorite cereal because running low).
9. Identifies commodities packaged according to common weights (for example, buys a pound of butter, quart of milk).
10. Estimates amount of material necessary to complete a task (for example, cuts the amount of wrapping paper needed to wrap a package without waste).
11. Recognizes importance of receipts as a record of purchase (for example, saves receipts as proof of payment of bills, purchases, uses receipts in making exchanges or returns).
12. Operates vending machines which involve the choice of different products and various prices.
13. Makes purchases according to dollar and cent amounts (for example, on menus, price tags).
14. Uses measurement of cup, quart, pint, inch, and foot in cooking, gardening, work activities.
15. Lends resources to others appropriately, with guidance (for example, lends radio, 50¢ for a treat, a favorite sweater to a friend. Does not lend toothbrush, inordinate amounts of money).

16. Routinely uses commonly discarded items constructively (for example, plastic containers, plastic bags, gift wrap and ribbon).

C. Protecting and Maintaining One's Surroundings

1. Maintains personal living quarters routinely (for example, does own laundry, arranges furniture in bedroom).
2. Contributes to maintenance of shared living quarters.
3. Performs and expands activities to include seasonal and occasional tasks (for example, mows lawn, shovels snow, changes screen and storm windows).
4. Contributes to maintenance of work areas (for example, puts away equipment, empties trash, sweeps).
5. Deliberately performs tasks for the benefit of others (for example, makes mother a sandwich when she's too busy to stop for lunch, brings daddy a beer).
6. Uses most common kitchen appliances (for example, mixers, stoves, washer, dryer, dishwasher).
7. Takes initiative in improving or enhancing outside area at home, work or school (for example, plants and cultivates a garden, paints, edges grass, picks up litter).
8. Protects belongings and environment when required by weather conditions (for example, closes windows, closes curtains, takes in pet).
9. Routinely assists in keeping family items clean and in order (for example, washes car, weeds garden, waters lawn, gets groceries).
10. Routinely helps maintain public facilities (for example, deposits towels in receptacle in restrooms, picks up litter in parks, stays off lawns).

Level VI

A. Developing Habits and Attitudes

1. Evaluates quality of own work (for example, improves own performance in keeping with established standards).
2. Accepts pleasant and unpleasant aspects of the task related to performance (for example, cleans oven after meal preparation, removes grease from tools before storing).
3. Recognizes and protects own rights and privileges (for example, seeks advocate's assistance, makes sure that allotted break is provided during the day, that he is paid for "overtime").
4. Views supervisor as a resource person (for example, asks questions of supervisor).
5. Views supervisor as authority figure, follows directives.
6. Follows time line as established by employer (for example, comes and goes on time, takes scheduled breaks).
7. Relates time concepts to work productivity (for example, reads time clock as a record of work started and completed, keeps count of piece work, hours worked, quality and quantity affects pay).
8. Schedules and keeps appointments (for example, job interviews, medical appointments).
9. Relates routine time concepts to clock or watch (for example, a fifteen minute coffee break, a half-hour TV show).
10. Uses good habits of punctuality (for example, is on time for work).
11. Pays bills by due date (for example, payment on a credit purchase, share of rent, etc.).
12. Tolerates changes in schedule or work responsibilities, when necessary.

B. Obtaining and Using Resources

1. Relies on advocate or friend to assist in financial matters (for example, check budget, help with bank problems, income tax).
2. Distinguishes between wants and needs to determine priority spending (for example, buys deodorant instead of candy, uses bus fare instead of buying a game).
3. Saves some money for purchase of food, clothes, emergency, recreation.
4. Purchases goods and services (for example, doctor, TV repair).
5. Allows for sales tax when estimating amount needed for purchase (for example, makes certain he has enough money for purchase and extra for tax).

6. Anticipates and replaces depleted supplies (for example, purchases food, cleaning supplies when they run out).
7. Fills a calibrated measuring device to required level according to directions (for example, may fill a one cup measure only ½ to comply with directions in recipe).
8. Utilizes common linear measuring devices in determining quantities needed to meet specific purpose (for example, determines inches of shoe lace to fit shoe; the length of a board to make a shelf)
9. Selects clothing of appropriate size.
10. Routinely divides items into equal parts for use and sharing (for example, half of the meatloaf for one meal, 5 pieces of pie for 5 servings).
11. Shops comparatively (for example, compares gross differences in prices of food, a bus ticket, an airline ticket).
12. Counts change after purchase to assure accuracy (for example, when buying candy for 10¢ and giving clerk 25¢, counts change received).
13. Uses banking services (for example, endorses and cashes check; saves money in account).
14. Purchases and uses money substitute as needed (for example, goes to the Post Office and buys money order, buys bus token, uses food stamps).
15. Uses ads, menus, catalogues to determine prices of items.
16. Saves and uses coupons for various kinds of merchandise (for example, groceries, cosmetics, small appliances).
17. Exchanges or returns merchandise when necessary.
18. Borrows only when necessary, returns or pays back money or borrowed items promptly.
19. Anticipates depletion of supplies and foods and replenishes (for example, buys more coffee, paper towels, etc., before running out).
20. Shops in most economical way, appropriate to needs (for example, uses co-ops for bulk groceries, buys items at Good Will or Thrift Shops).
21. Routinely re-cycles common items, (for example, returns grocery bags to the store, uses plastic bags, and containers, newspapers, envelopes, uses pictures from magazines and ads as posters and other decorative purposes.)

C. Protecting and Maintaining One's Surroundings

1. Takes pride in maintaining own living quarters; adds personal touches (for example, a favorite picture, paints wall a favorite color, decorates with posters).
2. Anticipates seasonal changes when making long range plans (for example, plants garden in early spring, goes to doctor in a month, plans vacation).
3. Reads and interprets simple time schedules (for example, bus schedule, mail pickup, movies, bank hours, church times).
4. Allocates adequate time to accomplish tasks (for example, home and school duties/work duties).
5. Differentiates among daily, weekly, monthly and occasional tasks (for example, changing bed linens, cleaning closets, cleaning and vacuuming, spring cleaning).
6. Maintains normal work or housekeeping routine without direct supervision.
7. Contributes to projects for beautifying school, home or community (for example, painting murals on fences, planting gardens or trees, hanging pictures, decorating).
8. Makes simple repairs independently (replaces light bulbs, oils appliances, cleans filters).
9. Leaves major repairs to servicemen (television, washers, etc.).
10. Cooperates in community projects (for example, bake sales, berry picking, fund drives, clean up campaigns).
11. Performs seasonal tasks routinely (for example, shovels snow, rakes leaves, mows lawn).
12. Assumes extra responsibility in unexpected or unusual circumstances (for example, fixes dinner when person responsible is ill, or works extra when a rush job comes in).
13. Observes safety precautions at home and

work routinely (for example, unplugs iron, turns off burners, closes incinerator door, puts lids on paint, combustibles).

14. Engages in personally satisfying tasks at home, on own initiative (for example, straightens dresser drawer, rearranges furniture).

15. Helps plan distribution of duties at home and work (for example, "I'll wash, you dry," "you put the tools away, I'll sweep up").

Persisting Life Problem V

Developing the Ability to Travel

Introduction

Travel provides opportunities for the individual to extend his horizons.

difficult for most moderately retarded persons. Travel may be as basic as crossing a room, using a stairway, or getting to the dinner table; or as complex as finding one's way in the community, utilizing public transportation, or planning and carrying out an excursion. No matter how elementary or complex, travel involves a purpose, a destination, and the necessary skills to reach the destination. "Where am I going?" "Why?" "How am I going to get there?" These are the basic considerations of all travel, though one is rarely conscious of such a systematic, deliberate approach to travel in everyday occurrences.

Although these considerations are essential for all travel, the kind and complexity of the required skills vary according to the individual's level of development, his purpose for traveling, and the modes of travel which will enable him to fulfill that purpose. At all levels, and for all forms of travel, the overall objectives are, of course, to be able to travel efficiently, safely, and appropriately. The difficulties that moderately retarded persons have in making responsible decisions and judgments, and in coping with the varied problems of traveling safely, efficiently and appropriately necessitate that this Persisting Life Problem be not only included, but emphasized, as an important part of the overall curriculum. As the learner meets the sequential objectives contained in the text of this problem, he will be able to cope more adequately with the difficulties of traveling and moving about, at each level of his development.

Level I

A. Getting Around

1. Adjusts to a new or unfamiliar mode of moving or being moved about (for example, swing, elevator, taxi, bus).
2. Goes to specified areas in home or school for personal use (for example, the bathroom, the bedroom, own desk or play area).
3. Crawls, creeps, scoots or walks to get to wanted or needed objects.
4. Travels in and out of school or home, following directions of adult or person in charge (for example, stays on sidewalk, waits at gate).

B. Acting Safely While Traveling

1. Allows self to be encumbered with safety devices (for example, seat belt, shoulder strap).
2. Stays with person in charge while traveling (for example, holds hand, does not cross streets alone, does not wander away from group).
3. Moves cautiously in unfamiliar areas (for example, near water, escalators, traffic).
4. Practices gross safety habits with supervision (for example, remains seated in car or bus, keeps hands and arms inside vehicle).

C. Using Directions in Travel

1. Follows some simple directions (for example, come here, sit there, look up).
2. Begins to use very familiar landmarks in finding ways about (for example, the principal's office, the coat room).
3. Points to appropriate direction when asked (for example, points to the door, points in the direction the bus comes from, points in the direction where the gym is).

Level II

A. Getting Around

1. Moves about familiar environment with little or no prompting (for example, in home, school playground).
2. Chooses a wheeled toy to ride during recreation time (for example, wagon, bicycle).
3. Goes to designated areas within a room for specific items, activities, or to see desired person, under direction or by own choice.
4. Returns to desired location upon completion of activity/task (for example, finds way to classroom from restroom).
5. Locates appropriate vehicle to be used for excursion (for example, school bus to school, car to store).
6. Cooperates when accompanied by adult on excursion (for example, holds hand when crossing the street, waits in one place for daddy to pick him up from playground).

B. Acting Safely While Traveling

1. Avoids obstacles while walking or using mobile toys (for example, picks up feet to step up to curb, avoids bumping into people).
2. Exercises care when using stairways (for example, uses banisters, takes single step at a time).
3. Refuses rides and gifts from strangers.
4. Follows safety regulations when traveling in a vehicle (for example, leaves seat belt fastened, avoids handling knobs and buttons, refrains from speaking to the driver).
5. Follows directions of safety personnel (for example, policeman, patrol girl).
6. Crosses streets, parking lots, driveways only in company of adult or responsible person.

C. Using Directions in Travel

1. Follows commands involving change of location (for example, bring your chair to the table, hang your coat in the closet, go back and close the door).
2. Asks help in getting from one place to another (for example to the gym, bathroom, the swings).
3. Follows specific pre-arranged directions if lost in different environments (for example, stays in one place if in the woods, goes to clerk if in a store).
4. States location of persons, places or things when asked (for example, Mother is downtown, the big class is upstairs, the swimming pool is down the hall, Susie's class is that way).

Level III

A. Getting Around

1. Enters and leaves a room performing the necessary functions (for example, opens and closes the door,

turns light switches on and off).

2. Goes to designated areas in school building with assistance, according to activity/task (for example, goes to pool for swimming, goes to gym for physical education).
3. Indicates destination when questioned (for example, "I am going to the office").
4. Remains with group, family or designated persons when traveling (for example, field trip with class, outing with scout troop).
5. Uses mechanical conveyances to facilitate movement within a building (for example, turnstyles, revolving door, escalator, speedwalks).
6. Establishes routine in traveling to frequented locations (for example, bus to and from school, walk to pick up mail from box each day).

B. Acting Safely While Traveling

1. Observes rights of others while in a crowd (for example, refrains from pushing in line).
2. Observes the rights of others on a walkway (for example, refrains from leaving toys in a pathway, watches where moving).
3. Exercises caution when crossing streets or at railroad crossings (for example, waits at light to move on the appropriate signal, looks both ways before crossing, refrains from running out between parked cars).
4. Restricts play activities to avoid hazardous areas (for example, refrains from playing in street or near railroad tracks, uses playground facilities safely in manner designed).
5. Avoids hazardous paths when walking or riding (for example, does not walk or ride bike over broken glass, walks cautiously over newly waxed floor).
6. Places trash in proper receptacles when on excursion.

C. Using Directions in Travel

1. Finds own way using landmarks as reference cues (for example, "I'm close to home when I get to the park", "The office is just past the teachers' lounge").
2. Follows directions incorporating common spatial concepts (for example, over, under, next to, behind).
3. Begins to use concepts of right and left with aids (for example, turns right or left in school hall or classroom in response to a letter or color code cue).
4. Asks adult or responsible person how to get from one place to another when unsure (for example, the restroom in a public place, nurses cabin at camp).
5. Seeks assistance from another if lost (for example, stops adult on sidewalk and asks for help in getting home, asks policeman for help when available).

Level IV

A. Getting Around

1. Changes locations as needed to perform designated tasks (for example, goes on errands to another building, picks up order at grocery store).
2. Chooses mode of transportation according to purpose of travel (for example, walking with a wagon to carry heavy parcels, riding bide to school gym).
3. Travels alone in neighborhood and community on advice of supervisor, friend or advocate (for example, walks or rides bike to friend's home).
4. Uses common public transportation systems with guidance.
5. Uses most common terminology regarding travel appropriately in describing plans or experiences (for example, bus, ride, blocks, trip, elevator, lost).
6. Practices most commonly acceptable travel manners (for example, thanks someone who gives him a seat or opens door, asks if it is "all right" to come in to someone's home).

B. Acting Safely While Traveling

1. Reports any advances made by strangers to proper authority.
2. Carries keys, I.D. and medical tags, emergency phone numbers and some money when traveling.
3. Follows established procedures on hearing warning signals (for example, moves out of way when hearing a car horn, leaves the building quickly and quietly when hearing a fire alarm).

4. Adjusts speed or pace to weather conditions (for example, walks or rides bike slowly if conditions are slippery).
5. Observes traffic laws while traveling about the community (for example, rides bike with traffic and signals all turns, waits at stop lights).
6. Makes whereabouts known before leaving and after arriving at destination (for example, calls home when going to be late).

C. Using Directions in Travel

1. Seeks out needed facilities in unfamiliar building (for example, finds appropriate restroom, follows sign to pay telephone).
2. Follows directions indicated by signs and symbols (for example, exit, entrance, push, pull, red light-stop, walk, don't walk).
3. Finds most direct route from one location to another, using cues such as buildings, fences, familiar sights.
4. Refers to nearby landmarks when describing location of home, school, work (for example "I live three blocks from Central Park", "My school is across from the old county home").
5. Watches others and models their behavior in unfamiliar travel situations (for example, refrains from going up a down escalator, noticing the downward movement of others, stays seated during airplane take off, noticing no movement on the plane).
6. Turns right and left as directed by another.

Level V

A. Getting Around

1. Plans and goes on outings with friends (for example, makes plans to go to a movie with a friend).
2. Requests assistance as needed when using public transportation (for example, time tables, cost, proximity to destination).
3. Follows correct procedure for using public transportation (for example, purchases token, boards proper bus, finds own seat).
4. Routinely extends proper courtesies when visiting another (for example, rings doorbell or knocks, arrives on time, calls before stopping by, avoids visiting during mealtime).
5. Considers time of day and conditions in planning travel (for example, traveling during rush hour takes longer, walking in the rain requires certain clothing for protection and visibility).

B. Acting Safely While Traveling

1. Maintains pathways in and outside the home, school, or place of work (for example, secures rug which might slip, salts sidewalks when icy, shovels snow).
2. Protects own possessions when traveling (for example, avoids displaying money to others, holds on to packages).
3. Travels only in acceptable and safe ways with advice of responsible person (for example, avoids hitchhiking, riding with strangers, hopping on trucks or railroad cars).
4. Routinely carries identification and emergency information and money.
5. Travels in new or unfamiliar surroundings only on advice and direction of trusted friend, advocate or supervisor.
6. Always apprises supervisors, friend, parent or advocate of plans to travel on excursion or trip.
7. Routinely contacts responsible person on arrival at destination, or when there is a change in plans due to bus breakdown, etc.

C. Using Directions in Travel

1. Uses street signs as a guide while traveling.
2. Uses telephone directory to locate the exact address of destination as needed.
3. Requests directions giving own location as a reference ("I live on Osborne, how do I get to Sixth Street from here?")
4. Follows direction given by another when going to an unfamiliar location.
5. Follows simple map using illustrations, simple words and symbols in getting to destination with assistance (for example, pictures of a mailbox, then three stoplights, a theater).

Level VI

A. Getting Around

1. Obtains pertinent information to plan excursion (for example, cost, time, schedule).
2. Chooses reasonable method of travel considering

pertinent information available (for example, distance, cost, time, number of persons traveling).

3. Makes travel arrangements so as to arrive at appointed time (for example, arranges to have advocate drive in order to keep doctor's appointment, leaves home in enough time to walk to show).
4. Operates a motored vehicle or hand vehicle for vocational and recreational purposes (for example, riding a lawn mower, tractor, golfcart, wheelbarrow).
5. Prepares needed items when going out for extended time (for example, packs suitcase for vacation, takes lunch to work, brings gym clothes when planning to play basketball after work).
6. Prepares home for extended excursion (for example, stops mail delivery, arranges to have neighbor/friend water the plants, feed pets).
7. Visits friends and others at times and places that assure welcome by prearranged agreement.

B. Acting Safely While Traveling

1. Checks weather conditions before departing and responds appropriately (for example, does not ride bike in a blizzard, stays home or in safe place if there is a travelers warning or tornado watch).
2. Maintains travel equipment (for example, changes tire on bicycle, greases when necessary).
3. Practices critical safe travel practices (for example, does not smoke in auto while at gas station, fastens seat belt routinely).
4. Reminds others of safe travel practices when appropriate (for example, asks small child to keep arms inside vehicle).
5. Obtains help from variety of known resources when in danger or trouble while traveling (for example, Traveler's Aid, Telephone Operator, Police Station).
6. Routinely selects safest way to travel (for example, travels with others in totally unfamiliar or dangerous surroundings).
7. Always makes sure that some responsible person is aware of whereabouts.

C. Using Directions in Travel

1. Gives simple directions to another using street names and numbers.
2. Finds destination, relying on directions of another of up to three steps (for example, walk 2 blocks, turn right, and go in the building next to the bank; take the E. 9th Street bus to Superior Ave., you'll see the mailbox on the right as you get off).
3. Uses simple illustrated maps with little assistance.
4. Develops a system for reversing directions and finding way back home or to point of departure when in unfamiliar surroundings (for example, paints marks on trees in woods, designating route, knows that 3 right turns changes to 3 left turns when returning).

Persisting Life Problem VI

Developing Leisure Time Alternatives

Introduction

Seldom are the retarded able to take the initiative to develop alternatives for leisure independently. Although they may desire to and have the capacity for enjoying many types of leisure activities and hobbies, they often do not have the specific skills necessary for these activities, they may not know how to acquire materials, or how to locate and utilize various resources. This Persisting Life Problem not only attempts to develop specific leisure skills and interests, but seeks to develop the ability to locate and use community and other resources as well.

In order to occupy free time meaningfully, the individual must draw upon both internal and external resources. If care is not taken to equip the individual with a variety of interests and skills for use in leisure, not only does boredom become a reality, but the individual may be influenced to engage in detrimental activities or be persuaded to associate with others who are injurious to his well being.

The challenge and responsibility to be met by both the school and the individual is to develop skills, attitudes and understandings for the enjoyment, appreciation and participation in a wide variety of leisure pursuits. At all ages and at all levels of development, an individual needs to learn to occupy himself for extended periods of time. Play encourages reciprocal activity and constitutes much of the leisure experiences of the young child. As he matures, his leisure pursuits become complex and diverse.

Among the skills, attitudes and understandings to be developed are cultivating hobbies; becoming aware of and utilizing community resources; assuming personal responsibility for

leisure experiences and an awareness and appreciation of companionship, music, recreation, art, entertainment, media, and nature. Among the important qualities to be developed are cooperation, adaptability, leadership, imagination and creativity.

Curriculum guides in the past have generally concentrated on developing specific leisure skills, with only minor emphasis being placed on developing alternative interests and choices for each individual. The objectives in this Persisting Life Problem were selected to assist the individual in defining his interests as well as developing his abilities so that he might play an active part in determining how he will spend his own leisure. Such skills and understandings form the basis of life long patterns for constructive self occupation.

While judicious use of leisure

. . . and not having anything to do, idleness.

is itself of paramount value, it also offers unlimited possibilities for personal growth and skill development in all of life's challenges. For these reasons, developing leisure alternatives is a vital dimension of this guide.

Level I

A. Using Various Environments for Leisure

1. Plays for short periods of time in playpen, bedroom, water, indoors, or outside.
2. Tolerates and accepts various textures and stimuli when sitting, standing, or lying on them (for example, carpets, grass, waterbed, the floor).
3. Shows awareness of music or TV by changing behavior when it is turned on or off (for example, quiets down or sleeps to soft music, cries or objects when TV is turned off, turns head to sound when music begins).

B. Interacting in Leisure

1. Responds to play activity with mother or other adult by showing pleasure or displeasure (for example, pat-a-cake, peekaboo).
2. Moves near others during play or free time.
3. Responds to friendly overtures of others by allowing hand to be held, to be hugged, kissed, or touched.
4. Accepts toy or play object from another person.

C. Developing Attitudes and Behaviors Toward Leisure Activities

1. Occupies, entertains or amuses self for short periods of time.
2. Watches other people or animals engaged in various activity (for example, children playing on a mat or lawn, two puppies playing together, a clown performing).
3. Examines and manipulates unfamiliar object when it is presented to him (for example, a new toy, a piece of ribbon, a flower, a bug).

D. Using Resources for Leisure Activities

1. Reaches persistently for toys or play objects.
2. Follows the movement of toys, play or entertainment objects by turning head or with eye movement.
3. Uses arms, legs and other parts of body for play or amusement (for example, plays with hands, waves arms, wiggles toes).
4. Plays with large simple toys or play objects for short periods of time (for example, kitchen utensils, shaving soap, rattle, bubbles).

Level II

A. Using Various Environments for Leisure

1. Imitates other children and family members at home and school involved in leisure activity.
2. Explores immediate environment within home and school for familiar activities and objects (kitchen utensils, toys and games).
3. Explores selected environment for new play objects and new materials (for example, mud, sand).
4. Notices scenery and people when riding in vehicle.
5. Goes on short walks with adults to explore environment.
6. Roams and explores randomly to specified boundaries (within entire room, yard, etc.).
7. Uses designated locations for play activities.

B. Interacting in Leisure

1. Observes others, shows likes and dislikes for leisure activities.
2. Listens to others express likes and dislikes for leisure activities.
3. Shows pleasure or displeasure with play objects by either handling the object or discarding it.
4. Chooses one play object or activity (from a choice of two).
5. Chooses one peer to play with (from a group of two).
6. Plays for short period with chosen peer in chosen play activity.
7. Shows pleasure or displeasure with peer by interacting with him or ignoring him.
8. Chooses one play activity or play object (from a choice of several) with assistance.
9. Demonstrates pleasure with games and toys.
10. Chooses one peer to play with from a group of several, with assistance.

C. Developing Attitudes and Behaviors Toward Leisure Activities

1. Responds to music by change of expression, posture or movement.
2. Manipulates a variety of play objects and materials (for example, string, rubber bands, clay, soapsuds, paint).
3. Watches TV for short periods. Shows some

interest and response.

4. Uses some toys appropriately (for example, pulls a string toy, squeezes a rubber toy, shakes a bell).
5. Touches familiar pets with supervision.
6. Plays alone with some objects or toys for brief periods of time.
7. Watches others play with objects and toys with some interest and curiosity.

D. Using Resources for Leisure Activities

1. Plays for short periods unattended in familiar surroundings.
2. Interacts positively with adult in charge.
3. Tries a new play activity or material (for example, water play, a new game, etc.).
4. Participates in directed activity for short periods.
5. Plays cooperatively alongside another child or group of children.
6. Shares toys and other possessions.
7. Takes turn, with assistance.
8. Imitates some social situations in play (for example, rocking a doll, drinking from cup).
9. Follows directions of adult in charge of activities (for example, "Let's go outdoors", "Put away toys now.").

Level III

A. Using Various Environments for Leisure

1. Observes others outside of school and home involved in common leisure activities (for example, baseball, talking).
2. Models appropriate leisure behaviors of others (for example, sitting quietly in the theater, cheering at appropriate time, behaving appropriately in public places.)
3. Explores environment in and around neighborhood for play materials and activities (for example, playground, sandbox).
4. Explores environment in and around neighborhood for playmates.
5. Accompanies adult on social outings (for example, church, dinner, movie, etc.).
6. Goes on field trips to community facilities and events with class or other small groups.
7. Participates in trips and new play activities and experiences with adult (for example, zoo, camping).
8. Goes on overnight outings with supervisor.

B. Interacting in Leisure

1. Borrows toys, possessions, and returns them upon request.
2. Offers to share toys and possessions.
3. Puts toys and equipment away in proper place.
4. Plays simple games (musical chairs, duck-duck-goose, hot potato).
5. Plays simple table games (card games, checkers).
6. Initiates play activity with another child (for example, trying to join another child playing with blocks).
7. Plays in simple competitive games such as races.
8. Talks to others about things he has done for leisure.
9. Plays "pretend" games with others (for example, "I'll be a dog and you be a cat", cowboys and Indians).

C. Developing Attitudes and Behaviors Toward Leisure Activities

1. Indicates a desire to play in certain activities.
2. Shows pleasure or displeasure with play objects and activities by responding yes or no when asked if he wants to play.
3. Chooses one play object or activity from several without help.
4. Chooses one peer from several with whom to play without help.
5. Selects activities and peers for a specific reason.
6. Exchanges one object or activity for another.
7. Singles out favorite play material, play activity and playmate.
8. Enjoys participating with family members and peers in leisure activities (for example, camping, picnics, visits).
9. Identifies or names preferred activities, family members and peers.
10. Develops preferences in family, school and neighborhood leisure activities that are appropriate to age and sex.

D. Using Resources for Leisure Activities

1. Plays alone with resources at hand.

2. Combines materials at hand to produce object (for example, glue, sticks collage, pictures, etc.)
3. Uses materials or equipment according to function.
4. Uses materials or equipment in creative way (for example, uses a plastic bucket for a hat, a juice can for a "telephone").
5. Uses media equipment (radio, TV, tape recorder) with help.
6. Uses telephone, with supervision.
7. Plays with pet with supervision.
8. Watches TV program, maintaining interest.
9. Plays with toys and materials for role modeling (for example, tools, cooking sets, dress up).
10. Attends spectator sports events for at least a portion of game with supervision.
11. Plays in appropriate locations; recognizes whether an activity is played indoor or outdoor setting.
12. Selects appropriate places to perform many activities (for example, basketball court, baseball diamond).

Level IV

A. Using Various Environments for Leisure

1. Makes visits outside immediate neighborhood to explore leisure activities (for example, zoo, park, etc.).
2. Models appropriate behavior in new situations (for example, dance, group trips).
3. Makes appropriate modifications in environment for specific activity (for example, darkens room for movie, clears space for dance).
4. Dances in the places, and locations that are usual and appropriate for dancing.
5. Avoids dangerous environments (for example, does not go alone into high crime areas).
6. Takes short trips to new environments alone or with some assistance (for example, takes bus between two cities; flies on planned prearranged trip to designated place).
7. Acts appropriately in terminals, airports, stations (for example, waits in line quietly, holds railings, does not run).

B. Interacting in Leisure

1. Plays independently in familiar neighborhood surroundings (for example, plays in playground).
2. Plays in a variety of leisure activities on own initiative.
3. Invites peers to play or participate in activities on own initiative.
4. Follows competitive game rules.
5. Plays as a member of a team (for example, baseball, olympics).
6. Initiates games and informal team activities.
7. Exercises sportsmanship (for example, reacting appropriately to winning and losing).
8. Alters choice to accomodate desires of peers.
9. Compromises in a situation where preferences of others differ.
10. Plays games with peers in informal situation.
11. Uses telephone etiquette (time limits, loudness of voice, time of calls).
12. Plays table games observing rules (for example, checkers, cards).
13. Attends spectator sports events with minimal supervision.
14. Joins school or community organizations (for example, Scouts, 4-H, Y-Teens).
15. Returns possessions to proper person or place.
16. Dances appropriately with partner.

C. Developing Attitudes and Behaviors Toward Leisure Activities

1. Tells what activities and play objects are liked and disliked.
2. Orders activities according to priorities of likes and dislikes.
3. Indicates active interest in a few activities by repeatedly participating in them and/or asking for them.
4. Identifies preferences in neighborhood leisure that are appropriate to age, culture, sex.
5. Prefers certain spectator sports.
6. States reasons for liking or disliking an activity.
7. Selects own leisure choices on basis of stated likes and dislikes.

8. Chooses between independent or group activity.
9. Participates with supervision in a chosen activity for an extended period of time.
10. Selects activities or materials from different sources or locations (for example, library).
11. Selects favorite material or equipment by identifying marks (for example, color, label, size).
12. Chooses different peers to play with for different activities.
13. Seeks friends with similar interests.
14. Plans parties and social activities with assistance.
15. Favors certain music types. (for example, rock, country).

D. Using Resources for Leisure Activities

1. Hunts for specific materials for a self-planned activity (for example, painting, building, baseball game).
2. Seeks the equipment and clothing needed for a specific activity.
3. Determine approximate amount of time needed for activity.
4. Uses simple tools and utensils with supervision.
5. Looks at printed material for enjoyment (for example, magazines, comic books, etc.)
6. Operates media (for example, radio, telephone, tapes) with minimal assistance.
7. Aids in care and feeding of pets.
8. Performs in simple gardening activities.
9. Dances appropriately to the tempo of the music.
10. Dances according to latest trends or steps.
11. Participates in a variety of crafts and hobby alternatives (for example, sewing, saving stamps, trading cards).
12. Plays musical instruments (for example, drums, maracas).

Level V

A. Using Various Environments for Leisure

1. Uses leisure environment suitable to chosen activity (for example, YMCA, movie, theater, library, public pool).
2. Selects appropriate places for outdoor activities (for example, baseball diamond, basketball court).
3. Respects property and equipment of public areas (for example, extinguishes cigarette appropriately, observes refreshment areas).
4. Plans leisure activities according to seasons or weather changes.
5. Seeks advice and consultation before going to entirely new environment (for example before going to a new drinking spot, a questionable neighborhood).
6. Travels on planned site-seeing excursions of choice, with some guidance.
7. Uses terminals, airport and station facilities appropriately (for example, can check and retrieve luggage, purchase tickets.)
8. Calls Traveler's Aid or others who can assist when in new and different environments.
9. Develops interest in new and different leisure environments.

B. Interacting in Leisure

1. Participates appropriately in recreation activities in designated areas (for example, bowling alleys).
2. Participates in sport activities and quiet games with friends.
3. Encourages others to join in a group.
4. Is sensitive to others desire for interaction.
5. Offers to alter choice to accommodate desires of peers.
6. Meets new people and develops friendships.
7. Accepts decisions made by authority in sports and games (for example, referee or umpire).
8. Seeks help in finding how to behave in new different leisure situations.
9. Participates in planning social events such as family parties or get-togethers.
10. Joins community activities (for example, YMCA, church group).
11. Attends festivals and social events in the community with friends.
12. Invites others to participate in leisure and social events.
13. Entertains friend or friends in own home for simple social occasions.

C. Developing Attitudes and Behaviors Toward Leisure Activities

1. Seeks additional information on specific activity of interest.
2. Develops hobby in area of interest.
3. Indicates active interest in a variety of activities.
4. Tries out new activities and decides if they were enjoyed.
5. Develops preferences in community leisure that are appropriate to age, culture, sex, etc.
6. Chooses leisure alternatives commensurate with interest and abilities.
7. Makes choices of activities at various locations (for example, home, school, etc.)
8. Selects community entertainment with help.
9. Calls favorite friends without supervision, invites them to participate in activities.
10. Participates in a chosen activity for an extended period of time.
11. Makes own decision about leisure activity with minimum of supervision.

D. Using Resources for Leisure Activities

1. Seeks appropriate sources for help and information when considering leisure pursuits.
2. Identifies and locates sources of community entertainment or recreation.
3. Obtains information about local recreational events (for example, costs, directions).
4. Obtains information about special community events.
5. Uses radio and TV as sources for information regarding activities and events.
6. Uses newspaper with assistance to obtain specific information on leisure activities (for example, movie schedules, TV programs, sports events).
7. Approximates costs of community events.
8. Saves money for events or leisure materials.
9. Budgets time for hobbies, events.
10. Estimates accurately the time to complete most familiar activities.
11. Uses telephone for conversation, for information, and for leisure arrangements.
12. Uses conversation as a major source of leisure.
13. Estimates approximate amount of materials needed for activity (for example, cooking, woodcraft).

Level VI

A. Using Various Environments for Leisure

1. Makes minor modifications in environment to accomodate leisure pursuits (for example, builds a hammock; clears a part of the yard or field for a garden; plants trees).
2. Selects appropriate places to perform most leisure activities.
3. Seeks advice before planning trips or excursions to new environments.
4. Travels on "packaged" site-seeing excursions and trips independently.
5. Continues to develop interest in new and different environments through films, TV, magazines, friends.
6. Has a long-range goal for "dream trip" or other leisure pursuit (someday I want to go to Mexico . . . buy a horse . . . see Johnny Cash . . .).

B. Interacting in Leisure

1. Exercises sports etiquette such as waiting for turn in bowling alley.
2. Attends social musical events.
3. Expands leisure interests by joining more specialized interest clubs and groups. (for example, church choir, square dancing).
4. Initiates compromise in choosing activities.
5. Initiates social situation in own home (for example, inviting friends to dinner or party).
6. Seeks participation with others in appropriate clubs, teams, dances, parties.
7. Initiates peers to new game or different activity.
8. Behaves in keeping with cultural norms in a variety of social settings.
9. Acts appropriately in other people's homes.
10. Entertains friends in own place of residence comfortably and easily, if desired.

C. Developing Attitudes and Behaviors Toward Leisure Activities

1. Indicates opinions about own abilities and limitations for specific activities.
2. Explains preferences for activity when asked.
3. Selects community entertainment with minimal assistance.
4. Consistently chooses activities that are appropriate to age, sex, and culture.
5. Develops proficiency in a preferred hobby.
6. Follows preferred seasonal sports events through television, radio, newspaper or group activities.
7. Establishes and maintains balanced schedule or routine of work and leisure.
8. Pays for own leisure time pursuits.
9. Occasionally pays for other peoples' leisure activities (for example, treats a friend to a drink or movie).
10. Consults others before visiting them or assuming they will want to accompany you to a leisure event.

D. Using Resources for Leisure Activities

1. Secures schedules of events from community recreational agencies.
2. Identifies community activities and events that are cost-free.
3. Ascertains costs of community events and activities.
4. Uses public transportation to get to resources.
5. Attends community cultural events independently.
6. Sets aside time for hobby.
7. Schedules activities with regard to time.
8. Estimates total time involved in a community activity (for example, travel–activity–travel).
9. Saves money for long-range leisure goals (for example, saves for a year for a two week vacation trip).
10. Compares the cost of the same activity at different facilities.
11. Uses entertainment section of newspaper for sources of activities.
12. Uses yellow pages of telephone directory to locate and identify community sources of recreation.
13. Uses telephone to determine available leisure resources.

3

- Planning and Using Instructional Units
- Planning the Daily Schedule

All individuals in society are faced to a greater or lesser degree with certain persisting life problems.

Planning and Using Instructional Units

The importance of an instructional plan for effective teaching cannot be overemphasized. One method of planning that has been found effective in implementing the Persisting Life Problem model of this curriculum guide is that of teaching by instructional units. Such a method not only aids in the integration of objectives from various areas of the curriculum, but should also provide opportunities for the application and reinforcement of skills that may have been taught outside of the unit. For example, the skill of identifying and using appropriate names for coins may be taught in separate scheduled activities or lessons. This skill may then be applied and reinforced in a unit

on "Using Vending Machines." In like manner, many speech and language skills, quantitative skills, or self care skills might be taught in individual or small group activities outside the context of the instructional unit, but may be similarly reinforced and applied in units such as "Playing with Friends," "Dressing for a Party," or "Buying Groceries for a Picnic." Other objectives however, will be taught within the context of the instructional unit.

An instructional unit, by definition, is a collection of objectives which are related to a central theme or topic. Following the objectives, a series of activities or learning experiences are developed which will aid the learner in meeting the objectives. A unit may be viewed as a vehicle which moves a learner from one level of performance to a higher level. Units may vary in length, content, importance and scope. A unit may take a week or an afternoon or several weeks to complete, depending on the complexity of the objectives, the scope of the unit and the levels of functioning of the learners. A unit may be developed for groups of learners or even for one single learner.

Guidelines for Planning Units

Units should grow out of the needs, interests, problems and functioning levels of the learners. A careful assessment of the learner and the problems he is facing will lead to the best selection of unit topics. The questions he asks, the comments he makes, the problems he faces in his daily living are a most useful resource for ideas for unit topics. For effective learning to take place, the learner should see some purpose, utility and unity to the unit. For this reason, broad general unit topics should be avoided. Moderately retarded learners do not deal well with broad generalizations and have difficulty seeing relationships between the activities that might be included in general topics such as "Transportation," "Good Grooming," or "Fall," "Winter" or "Summer." More effective units for this group of learners would be those that deal with topics which are more specific such as "What to Do at Shopping Centers," "Dressing Warmly in Winter," "How to Act at a Football Game" or "Using Small Kitchen Appliances." Retarded learners can easily see the unity or relationships between the various activities that would be included in such specific unit topics.

Units should be appropriate both to the maturational level and the social milieu of the learners. While some unit topics may be appropriate for learners at all developmental levels, the content for various levels would differ considerably. For example, units on the topics of "Caring for Pets" or "Dressing for a Party" might be useful for learners of any maturational level. However, the objectives and activities would vary considerably between young children and older, more mature learners. Other units should be planned or selected for their age appropriateness. For example, "Teen-Age Talk," "Caring for Needs During Menstruation" and "Using Tools in the Workshop" would obviously be units appropriate for learners who were adolescents or older, while units such as "How to Play With Toys" or "Sharing with Playmates" would be more appropriate for younger children. Similar care should be exercised in the selection of topics appropriate to the social milieu in which a learner lives. Units such as "Using Public Transportation" or "Helping with Spring Planting" would be more or less appropriate depending on whether the learner resided in a large city or a farm community.

Planning the Unit

The first step in planning the instructional unit is to carefully determine the needs, interests and problems of the learners. Such a determination should be based on very specific problems rather than global ones. Problems identified such as, "The Learners Need to be More Effective Persons" will not be particularly useful in the selection of a unit topic. However, the identification of a problem that indicates that learners do not practice good safety habits when riding the school bus, or that the learners are not able to understand the vernacular of other teen-agers are specific enough that they can lead to the appropriate identification of effective specific unit topics. Once the needs, problems and interests are identified, along with the age and functioning level, the unit topic may be selected.

The second step in the planning process is to identify the objectives that need to be accomplished in the unit. In using this guide, one method of determining the objectives is to select them from various Persisting Life Problems included in the guide. The number of objectives and the number of problems from which they are drawn will depend on the unit topic and the scope intended for the unit. The objectives may be arranged in a schematic form (see examples) to illustrate the unit design and to show how the various problem areas integrate into the specific problem selected for the unit topic. This schematic form is often referred to as the

"Spider Plan" and was originated by Niesen in the "Cincinnati Guide."[1]

It should be pointed out that teachers should also be encouraged to add or determine additional objectives that may not come from the guide but are appropriate for the learners they are teaching. In addition, it should also be noted that, in many cases, the unit will need to include objectives that are very much more specific than those that are included in the guide. A teacher may locate an objective in the guide such as "Cooperates when accompanied by adult on excursion" that seems appropriate for the learners she or he is teaching. However, the learners may be very young and may have almost no skills in this area. Therefore, as the unit is planned, it may be worthwhile to break that objective down into a number of more specific objectives to facilitate planning activities, teaching, and evaluating the effectiveness of the unit. Objectives such as "Holds hand when crossing the street," "Stands at curb when safety guard signals," "Sits in designated place while waiting for new directions," and "Keeps quiet, or is noisy appropriately, in accordance with directions from person in charge" might be specific objectives that would be included.

In summary, it is essential that objectives be determined for the instructional unit. They may be selected from the guide, added to, modified, or delineated into more specific objectives. They must be clear and concise and must be appropriate to the needs, interests and problems of the learners involved. They must describe behaviors that appear to be important or essential for the learners as they grow and change and begin to effectively cope with problems they encounter in their daily living.

Once the objectives are determined, the third step in the process is to plan the learning experiences which will aid in the meeting of the objectives. The learning experiences should, of course, be appropriate to the age and functioning level of the learners. There is no limit to the variety of types of experiences that may be included. The experiences may range from field trips, role playing, making things, or playing games, to the more vicarious experiences of story telling, films and filmstrips, or guest demonstrators such as nurses, doctors or beauticians.

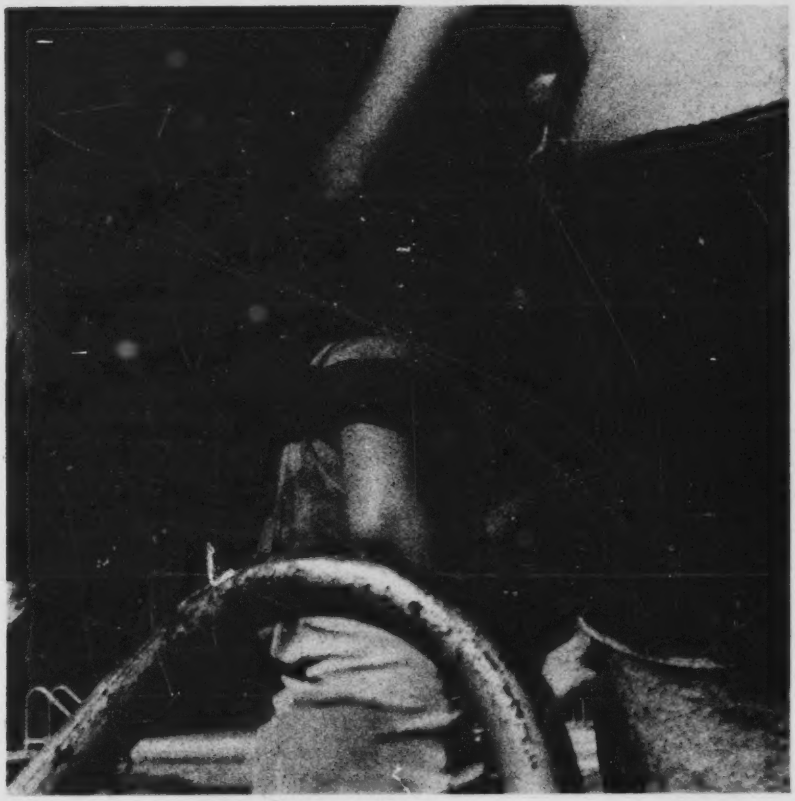
After planning the activities or learning experiences, the next part of the process is the implementation or actual teaching. The methodology and scheduling of the teaching experiences will be influenced by many factors. The age and maturity of the learners, the need for special, individualized activities outside of the unit and the number of units being taught simultaneously are factors that will each influence how the unit activities are scheduled. For examples on how the school day may be organized to include the activities suggested in the units, the reader is referred to the section of the guide entitled "Planning the Daily Schedule"

The final step in the process is that of evaluation. Careful observation of the learners must continuously take place and determinations must be made as to whether or not the pupils have met the objectives. This process can be completed in various ways. A simple checklist can be made which lists each of the objectives and which includes a column for each of the learners. A simple check mark in the column can indicate whether or not the learner has met the objective. More sophisticated evaluation systems can be developed which indicate the degree to which the learner has or has not met the objectives. Such systems might use codes which indicate how well, how frequently, or the degree of assistance required for the learner to perform the stated behavioral objective. An example of such a system might use codes which refer to the following: "Most of the time," "Occasionally," "Not often." Other coding systems might refer to the degree of assistance such as, "Performs without assistance," "Performs with some assistance," and "Performs only with total assistance." Other coding systems may be developed depending on the preference of the teacher. Another important aspect of the evaluation of the unit is that of determining whether or not the total process has led to the identification of new objectives. As learners participate in activities, talk, respond, react and interact with each other, and as they begin to perform at new and higher levels, observant teachers and parents will be able to see new needs and problems and will be able to identify new objectives. Effective units and effective teaching will always lead to the identification of new objectives at higher levels.

Included in the following pages are some sample instructional units which have been planned in keeping with the preceding guidelines. These units have been successfully field tested with moderately retarded learners. It should be cautioned, however, that

[1] Niesen, Norman J., etal. *The Slow Learning Program in the Elementary and Secondary Schools.* Curriculum Bulletin No. 119. Cincinnati Public Schools. 1964

teachers, parents and others who work with retarded learners in schools, adult service centers or residences, should originate unit topics based upon their own careful observation of the learners they are responsible to. The samples and listings included here are meant only to motivate, stimulate and guide others toward the development of their own creative and useful instructional plans.



No individual exists in total isolation.

C.A. range of pupils: 3-6
M.A. range of pupils: 1.5-3.0

Pupils' Problems:
The children hang out windows, throw things, and have difficulty staying seated. They like to manipulate equipment on vehicles (e.g., door handles, windows). They exhibit a lack of respect for others and the property of others. They also have a lack of understanding of the consequences of their actions.

Pupils' Needs:
The children need to learn what to do with their time while riding in a vehicle. They also need to be able to stay seated for the duration of the ride. They need to learn basic safety rules and appropriate behavior while riding.

Pupils' Interests:

The children are interested in toys, wagons, colorful pictures, and moving objects. They are interested in going places. They also like to watch the passing scenery and are interested in other passengers in the vehicle as well as themselves.

The Unit Topic:
The topic selected is "Being a Safe Passenger."

Objectives

Developing the Ability to Communicate

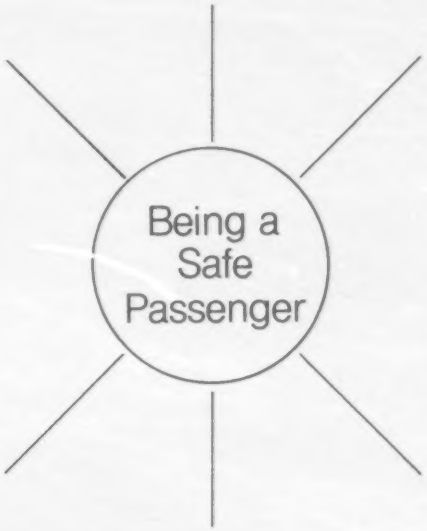
1. Develops routine responses to common objects, sounds, and people.
2. Responds with designated action when given single verbal commands or directions.
3. Responds with designated action to simple gestures.
4. Follows rules and routine procedures to help maintain order and avoid hazard.

Managing One's Body

1. Responds to simple safety direction of adults.
2. Recognizes safety hazards and attempts to avoid them.

Understanding One's Self and Others

1. Obeys instructions of authority figures.
2. Functions in a structured situation.
3. Remains quiet upon request in order to respect others.
4. Follows rules without direct supervision.



Fulfilling Home and Work Responsibilities

1. Complies with safety rules and regulations imposed on him by family, school, and community.

Developing Leisure Time Alternatives

1. Notices scenery and people when riding in vehicle.
2. Interacts positively with adult in charge.
3. Follows directions of adult in charge of activities.

Developing the Ability to Travel

1. Cooperates when accompanied by adult on excursion.
2. Follows safety regulations when traveling in a vehicle.

Activities:

1. Make a cardboard bus and/or car out of refrigerator cartons. Have children help paint and place chairs inside for seats. Role play being safe passengers.
2. Make a moving TV roll using sticks and brown paper and paint scenery on it. Use the roll outside windows of cardboard vehicles to illustrate passing scenery. Talk about things to watch while riding.
3. Make a scrapbook of things to look for while riding. Help children find pictures in magazines.
4. Help children make a "safe passenger" book to take home.
5. With the children, develop a list of illustrated safety rules to display on the wall or bulletin board.
6. On playground, have someone pull a child in a wagon. Stress how to be a safe passenger while riding.
7. Parody the "Bus Song" with lyrics using safety rules (e.g., the children on the bus sit in their seats).
8. Tell stories in class about taking trips in cars and buses. Use illustrations.
9. Gain permission to use bus on school parking lot so children can practice loading and unloading safely as well as practicing safety rules.
10. Take a field trip (special location, swimming, etc.) and talk about how to be a safe passenger, how to watch scenery, talk quietly.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 6-10
M.A. range of pupils: 3-5

Pupils' Problems:
The children engage in only solitary activities most of the time. They do not seem to know how to play or interact with other children. They seem only self-interested and are not aware of the concept of sharing, taking turns, enjoying the company of other children, or giving to other children.

Pupils' Needs:
The children need to begin to learn to interact with others, since this is an important social skill. The stimulation of playing and interacting with other children is also helpful in maintaining adjustment.

Pupils' Interests:
The children are interested in toys, tricycles, food of all kinds, and colorful objects. They are also interested in themselves and how they look.

The Unit Topic:
The topic selected is "Playing with Friends."

Objectives

Understanding One's Self and Others

1. Resumes activity after mistakes, accidental injuries, or quarrels are explained.
2. Recognizes rights and responsibilities due to maturation.
3. Demonstrates preferences for particular peers, teachers, family members.
4. Gives recognition to others according to assets and limitations.

Developing the Ability to Communicate

1. Follows conversation of others and participates appropriately as it shifts from one speaker to another.
2. Imitates and responds to common social amenities.

Developing Leisure Time Alternatives

1. Initiates play activity with another child.
2. Selects activities and peers for a specific reason.
3. Borrows toys, possessions and returns them upon request.
4. Offers to share toys and possessions.
5. Plays spontaneous games with friends.

Activities:

1. Make a bulletin board of construction paper facsimiles of each child. Talk about each one; pair the paper children together so that they are coupled on the bulletin board. This will help illustrate the notion that being a friend means being together with someone else.
2. Tell stories about children playing together. Illustrate stories with colorful pictures from booklets on an opaque projector.
3. Show slides and films of children playing together.
4. Have children work on simple, small assigned projects together with another person (pasting pictures in a scrapbook, putting pegs in a board, undressing a doll). Be sure that children take turns, and reward them for it.
5. Write a rebus story with the children about "my friend."
6. With the children, develop a list of safety and courtesy rules to be used when playing with others (illustrated).
7. For a week, help children make and wrap small surprises for a "secret friend" whose name has been drawn out of a hat. At the end of the week, have a little party at which time secret friends become known.
8. Have certain specified playtimes when each child must play with another person. Give them models of things to say to each other. Keep a chart of how well the children played each day, discuss at the end of the week.
9. Play a variety of simple games.
10. Make a tape recording about things that friends do. Ask questions on the tape such as: "Does a friend do nice things for you?" Leave blank space on the tape for children's answers.
11. Make a tape recording describing different children, having the children guess who is being described, i.e., "Joey's friend has black hair. He is seven years old. He likes to play ball with Joey. He giggles a lot at rest time. Last week he learned to tie his shoes. Who is he?"
12. Have each child make a scrapbook of things they like to do with their friend. For some, the scrapbook can be a joint effort between two friends.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 6-10
M.A. range of pupils: 3-5

Pupils' Problems:
Students visit public places and often bring along spending money. Most places have vending machines for their snacks. Students must have the concept of using the correct change and how to make the desired selections.

Pupils' Needs:
Students need to learn how to operate vending machines. Vending machines could be an important daily life skill, often in places of employment and entertainment, these are the only sources of food.

Pupils' Interests:
Using sample vending machines, the procedure done correctly will produce its own reward.

The Unit Topic:
The topic selected is "Using Vending Machines."

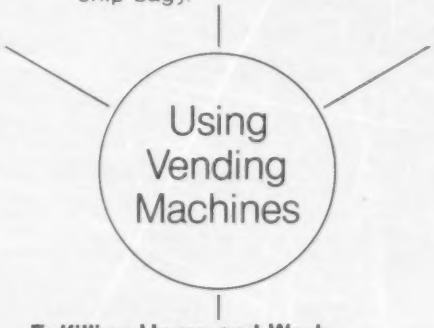
Objectives

Developing the Ability to Communicate

1. Follows two or three step directions in sequence (for example, put the book on the table, and then go wash your hands for lunch).
2. Anticipates certain predictive or cause-effect relationships and acts appropriately (for example, does not receive goods from machine, presses coin return and repeats procedure).
3. Discriminates gross differences in size by matching objects functionally (for example, notices difference between nickel and dime in size, texture of edges, pictures on each).
4. Develops behaviors that follow a simple sequence of events (for example, puts coin in correct slot, chooses item, then pulls or pushes corresponding lever).
5. Responds to and uses different words to refer to the same object or action (for example, coin-money, currency, deposit-place, put, insert).
6. Imitates and responds to common social amenities (for example, "please," "thank you," waits in line).

Managing One's Body

1. Goes to appropriate place for certain foods (for example, milk in the refrigerator, cereal in the cupboard).
2. Gets simple foods ready for eating (for example, peels banana, puts ketchup on hamburger, opens potato chip bag).



Fulfilling Home and Work Responsibilities

1. Recognizes money can be exchanged for items (for example, makes simple purchases under adult supervision, exchanges money for purchase with adult checking money value).
2. Requests coins by name for purchasing items.
3. Keeps money in safe place.
4. Consults adult when money situation occurs (for example, asks how much).

Understanding One's Self and Others

1. Recognizes rights and responsibilities due to maturation (for example, use of real money, proper use of machine—don't kick or pound it).
2. Shows flexibility to adapt to situations (for example, changes likes and dislikes, responds in a different schedule).
3. Initiates interaction with peers (for example, helps friend find change, pulls lever after making selection).

Activities:

1. Cut coin slots in the lids of plastic butter containers. Label each container with phrases found on vending machines (for example, place coin here, American currency only, coin return, put money here, quarters only, etc.).
2. Make coin card puzzles. Tape coins on cardboard that will fit the corresponding amount (for example, a card with two dimes and a nickel matches up with a card printed 25¢).
3. Makes a booklet of items found in vending machines and price them.
4. Discuss and develop a procedure to follow when using the vending machine. Discuss proper use and techniques (push, pull, press, etc.).
5. Make a sample vending machine. Use one row of sections from an egg carton for buttons and above buttons, cut out magazine pictures of items found in vending machines (bulletin board or chart).
6. Using made vending machine, color code selection with corresponding button so the student learns to push the correct button, number, etc., to receive his/her desired selection. If a student wants M & M's, which have a blue mark, the student must make sure to push the blue button.
7. Using made vending machine, tape coins or pictures of coins for the amount needed for each selection on the back side of the vending machine chart. Have students take turns being vending machine checkers. The checker stands behind the vending machine chart and checks to see if students put the correct amount of dimes and nickels in the slot for their selection. When a student deposits correct change in "Deposit Coin Here" and pushes a selection (coins matching those pictured on reverse side), the checker rewards the student with a treat or cut out picture of item. If done incorrectly, checker puts money in coin return slot.
8. Students should be encouraged to bring money on field trips to test skills they have learned.
9. Vending machine-store game: Collect items often found in vending machines. Put prices on them or use coin rubber stamps to have their prices pictured. Students practice using correct change by purchasing items.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 6-10
M.A. range of pupils: 3-5

Pupils' Problems:
The students are unable to use kitchen equipment safely and effectively. They are totally dependent on other persons for their food preparation.

Pupils' Needs:
The students need to be aware of the dangers of the use of kitchen appliances. They need to become self-sufficient in simple meal preparation.

Pupils' Interests:
The students would enjoy the handling of food and learning the intricacies of the use of the appliances.

The Unit Topic:
The topic selected is "Using Appliances in the Kitchen."

Objectives

Managing One's Body

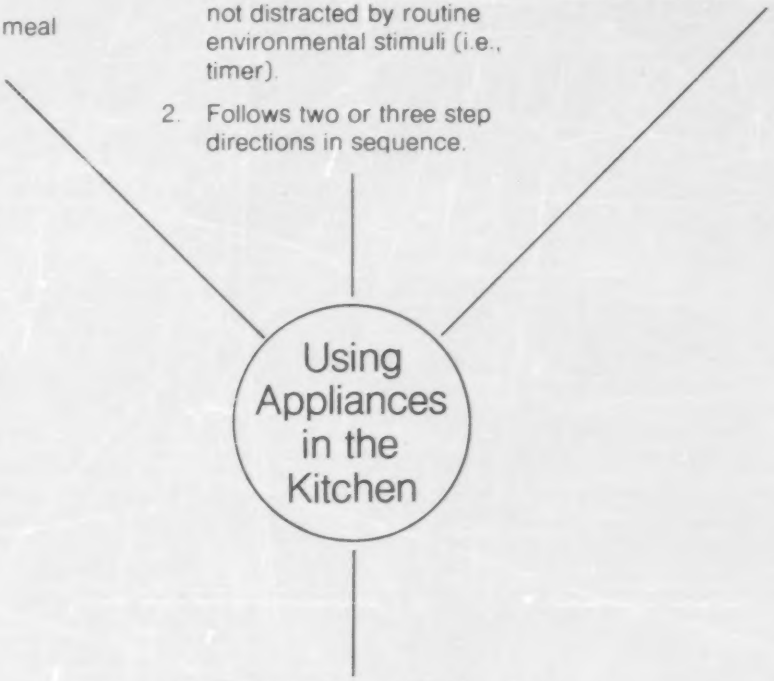
1. Gets simple foods ready for eating.
2. Helps in food and meal preparation.

Developing the Ability to Communicate

1. Responds selectively to environment stimuli and is not distracted by routine environmental stimuli (i.e., timer).
2. Follows two or three step directions in sequence.

Understanding One's Self and Others

1. Participates in group activities.



Fulfilling Home and Work Responsibilities

1. Accepts responsibility for task completion.
2. Completes tasks in designated time period.
3. Recognizes that common measurement devices serve a specific purpose.

Activities:

1. Have film on safety in the kitchen. Have discussion on safety.
2. Cut out pictures of appliances used in the kitchen and make a poster using these pictures.
3. Make an enlargement of controls on appliances and discuss their functions. These could be color coded to implement easier use.
4. Make a set of food pictures and a set of appliances and match food with appropriate appliances.
5. Prepare some simple foods using appliances such as toaster, blender, hand mixer, etc.
6. Make sequence cards (i.e., (1) whole egg, (2) cracked egg, (3) egg in pan, and (4) egg on plate).
7. Set up display of kitchen appliances that perform same task (i.e., hand egg beater—electric mixer; skillet—electric fry pan).
8. Demonstrate use of simple tools in kitchen such as spatula, butter brush, wooden spoon, ladle, etc. (Example, Place pot holder on table and have student use spatula to flip pot holder or move to a different place.)

Comments, Suggestions and Additional Activities:

C.A. range of pupil: 10-14
M.A. range of pupils: 5-7

Pupils' Problems:
The children at this age do not understand that their bodies are in the process of changing. They are often frightened by these changes. They do not understand the social implications of their maturation. Also, it is difficult for the children to realize that this is a personal experience not to be discussed in public.

Pupils' Needs:
The children need an accurate and clear understanding of the bodily changes. They need to feel comfortable discussing these changes. The teacher should use language appropriate for the age level and should approach the subject openly.

Pupils' Interests:
The children are interested in becoming teenagers. They are aware of outward physical development and their overall appearance.

The Unit Topic:
The topic selected is "Taking Care of Menstruation."

Objectives

Developing the Ability to Communicate

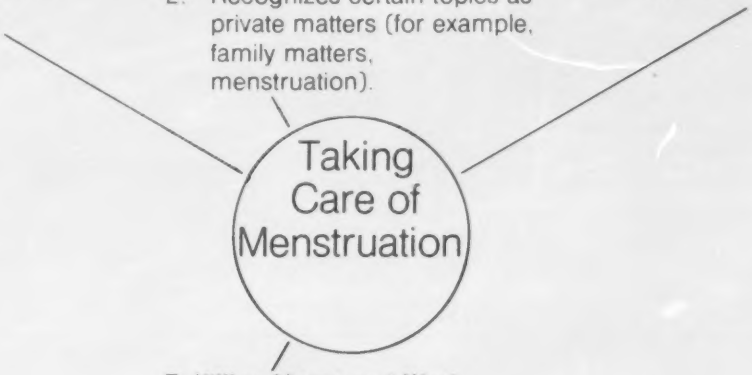
1. Reads familiar words which are functional or personally important (for example, "Push to Open").

Understanding One's Self and Others

1. Explains body changes as a result of sexual maturation.
2. Recognizes certain topics as private matters (for example, family matters, menstruation).

Managing One's Body

1. Uses toiletries appropriately (for example, sanitary napkins).



Fulfilling Home and Work Responsibilities

1. Asks questions in relation to task or activity for clarification.
2. Accepts constructive criticism and directions from another.
3. Goes on errand to specific stores to purchase particular item (for example, goes to drugstore to buy feminine hygiene materials).
4. Uses vending machines (for example, puts correct change in and pushes button).

Activities:

1. Set up "girl talk" time and discuss with girls the *outward* changes that are in the process of appearing.
2. Discuss with girls where menstruation comes from and its appearance.
3. Discuss with girls the importance of telling teacher or parent about the beginning of the period.
4. Show available filmstrips and have teacher or nurse discuss it and answer questions.
5. Make a chart with different kinds and brands of pads with their wrappings and boxes.
6. Walk to nearby drugstore or grocery store and find where personal hygiene items are located. Make girls aware of different brands of the same items, size of box, number of pads, cost, etc. Let them make purchases for their kits.
7. Make up individual kits for each girl with necessary items.
8. Demonstrate how to open boxes of pads. Find directions and key words ("To Open," "Press Here," etc.).
9. Demonstrate how items should be used with a jointed manikin or adult model doll.
10. Practice fastening, unfastening and adjusting pad to sanitary belt.
11. Recognize and use paper bags for disposal of sanitary pads.
12. Make a diagram of a vending machine that might be found in a ladies room. (Use other words such as "Women," "Girls," etc.) Learn to recognize labels by sight or matching to sample. Learn where to put correct change and how to use push/pull knob.
13. Help each girl keep a menstrual calendar. Put a circle around the date when the period begins and around the date when it ends. Count weeks (4) rather than days (28 or so).
14. Cut pictures from magazines and make a chart of good health habits during menstruation: bathe or shower every day, wear clean clothes, use deodorant, wash hair, exercise, change pads regularly, get plenty of rest, eat healthy foods, recognize symptoms and and treat non-medically.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 15-18
M.A. range of pupils: 5.5-7.0

Pupils' Problems:
The students have demonstrated that they experience certain hesitations and fears concerning particular activities or actions.

Pupils' Needs:
The students need to understand that fear is a natural response and how controlling it can help them deal effectively with the situation. They need to be able to verbalize fear and to isolate the source. The students need to be able to differentiate between actual fear producing situations and vicarious fear.

Pupils' Interests:
The students are interested in the various fears expressed by themselves and their peers. They enjoy putting themselves in controlled fearful situations such as movies or stories. They enjoy role-playing, expressive art, films, etc.

The Unit Topic:
The topic selected is "Why Am I Afraid?"

Objectives

Developing the Ability to Communicate

1. Solves simple everyday problems by using suppositions, evaluations, predictions and inferences.
2. Elaborates experiences using more detail and sentence complexity.
3. Refers to events and experiences as happening in the past, present, and future.
4. Rewords questions or statements for clarity when asked.
5. Varies pitch, flow, and intensity of voice to add emphasis or emotion to verbal or signed utterances.
6. Relates experiences and ideas to small groups.
7. Discriminates relevant from irrelevant information in listening and speaking.

Managing One's Body

1. Cautiously proceeds in potentially dangerous situations.

Understanding One's Self and Others

1. Remains calm in crisis situations.
2. Recognizes limitations of physical existence.
3. Controls physical response in relation to emotional stress.
4. Contributes to the enrichment of the group by relating personal experiences.
5. Shows interest in the affairs of others.
6. Expresses feelings in a socially acceptable way.
7. Helps others to remain calm in a crisis situation.
8. Recognizes the need for and seeks to develop some form of protection for self.
9. Offers and accepts criticism, suggestions and advice regarding personal matters.

Activities:

1. Magic circle—Have the children discuss fear: what they are afraid of, why, and what to do about it. (Give an example of when it occurred.)
2. Make individual notebooks with cut out pictures and illustrations representing their fears and write a sentence on what to do.
3. Show a film dealing with subject matter that indicates their fears. (Read a story on the topic of fear.)
4. Write an experience chart about being afraid.
5. Role play the various actions that cause fear. (Show facial expressions.)
6. Put on a puppet show indicating how to deal with the fears.
7. Video-tape the role play and puppet show and bring out in discussions what the fears are and how to deal with them.
8. Have the children put together a "Magicians' Folder"—"Cures for the Fears."
9. Identify pictures of people in various situations. Describe how they must feel. Look at their facial features.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 15-18
M.A. range of pupils: 7-8

Pupils' Problems:
While students know how to use a telephone, know who policemen, firemen, doctors, etc. are, they have no knowledge of resources to utilize in an emergency situation. They have never been called upon to rely upon their own resources in an emergency. Because they watch so much television, they have unrealistic views of emergency situations (what happens, what he should do, what and who to get help from).

Pupils' Needs:
The students need to know the appropriate person or agency to contact in an emergency situation. They need to know the alternative methods of making the contact and be able to communicate what happened to someone. The students need to learn not to panic in an emergency.

Pupils' Interests:
The students enjoy role playing. They like to tell of incidents that take place out of the classroom. Most of them watch a great deal of television and enjoy field trips and movies.

The Unit Topic:
The topic selected is "Getting Help in an Emergency."

Objectives

Developing the Ability to Communicate

1. Uses numerical resource information as needed.
2. Discriminates relevant from irrelevant information in listening and speaking.
3. Uses available resource people when in need.
4. Gives pertinent information in job interview and emergency situations.

Understanding One's Self and Others

1. Helps others remain calm in a crisis or emergency situation.
2. Demonstrates an awareness at the functions of community services.
3. Attempts to make decisions independently.

Developing the Ability to Travel

1. Follows directions given by another when going to an unfamiliar location.

Activities:

1. Make an experience chart of possible realistic emergencies they may have (i.e., fire, a friend or family member becoming ill, or a car accident).
2. Take a field trip to the local hospital emergency room, fire and police station, etc.
3. Name and list people who can help in an emergency and what they can do.
4. Look up the phone numbers for the above people and write them on a card. Cover the card with plastic to keep it more permanent.
5. Tell part of a story about an accident, fire, etc. and have the class finish the story telling what they would do. Have the students take turns relating incidents that have happened to them or someone they know. Stress the use of pertinent information only.
6. Say a series of sentences. Have the students tell you if the information is important or not in an emergency.
7. Set up a situation for role playing. Have students take turns "going for help," being victims. Have the rest of the class watch and tell what they would do or not do in the same situation.
8. Show how to use fire alarms in school, workshop and outside in the neighborhood. Discuss what happens when alarms are activated.
9. Have discussion group on how you act in different situations, how other people act, and how to keep other people calm when they are afraid.
10. Demonstrate simple first aid procedures.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 14-18
M.A. range of pupils: 7-8

Pupils' Problems:
Students bring possessions from home to show other children. These are often used, then misplaced, by others. Students are often careless with things belonging to the school (or other institutions). Students give excuses rather than accept responsibility for carelessness.

Pupils' Needs:
Students need to learn to respect the property of others by returning it in its original condition, and within time limits (if specified). Students need to recognize the rights of others, just as they expect their own rights to be honored.

Pupils' Interests:
The students are interested in records, T.V., popular magazines and all sports. They are becoming conscious of themselves, their possessions, and whether or not they are receiving peer group approval.

The Unit Topic:
The topic selected is "Why Return What I Borrow."

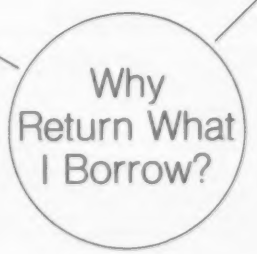
Objectives

Understanding One's Self and Others

1. Evaluates the consequences of one's own acts and makes decisions accordingly.
2. Develops and practices personal code of ethics.
3. Accepts criticisms and legitimate blame.

Developing the Ability to Communicate

1. Expresses respect, admiration, affection, regret, and apology through verbal and non-verbal language.



Activities:

1. Read library books to students on the theme of borrowing and lending. Use this as a jump-off for class discussions.
2. Discuss the students' feelings when their possessions are returned damaged.
3. Discuss the problems which arise when students lend money to one another.
4. Discuss the proper behavior in the case of accidentally damaging another person's property.
5. Role play a borrower and lender. Have students act out various situations and behaviors (for example, telling the truth, accepting another's right to be angry, making sincere apology).
6. Write a story about a child who borrows a toy from another child. Have students think of obstacles which the child must overcome to return the toy on time and in good condition.
7. Go to library and borrow books. Help students read "date due" card. Mark the date due on the classroom calendar. Return books on time.
8. Check library for film strips on borrowing/lending.
9. Have students make a list of places where borrowing things is the accepted practice (for example, YMCA – basketballs, gym equipment, library books).
10. Make a list of the attributes of a "good friend." Include "returns borrowed toys and materials" and "respects the property of others."

Comments, Suggestions and Additional Activities:

C.A. range of pupils: 18+
M.A. range of pupils: 8+

Pupils' Problems:
The adults do not have the ability to plan and prepare for a party in sequential order (i.e., plan menu, extend invitations, logical number of guests, prepare food).

Pupils' Needs:
The adults need to become aware of the preparation that leads to a party. They need to know how to make contacts by phone, by personal contact, or written notes. They need to learn the shopping procedure and the food preparation. They need to have the opportunity to make decisions regarding social events.

Pupils' Interests:
The adults are interested in the opposite sex. They enjoy the companionship of their peers and social activities with them.

The Unit Topic:
The topic selected is "Let's Have a Party."

Objectives

Developing the Ability to Communicate

1. Uses telephone for expanded social and vocational needs.
2. Ceases conversation when others are disinterested or do not have time to continue.

Developing the Ability to Travel

1. Gives directions to another using street names and numbers.
2. Makes travel arrangements so as to arrive at appointed time (i.e., arranges to have advocate drive in order to keep doctor's appointment, leaves home in enough time to walk to school).

Fulfilling Home and Work Responsibilities

1. Purchases goods and services (i.e., party supplies, music).
2. Allocates time to accomplish tasks (i.e., performs home and school duties/work duties).

Managing One's Body

1. Prepares foods using simple recipes.
2. Selects, buys and prepares food with guidance considering likes and dislikes and cost factors.
3. Prepares and serves meals for invited guests.

Activities:

1. Round table discussion about theme and type of party.
2. Ask for volunteers for committees pertaining to necessary areas of preparation. Teacher or advisor could make up group under each volunteer.
3. Have each adult list or tell who they would invite. Decide from these lists number of guests, place, type of refreshments, time, if invitations are necessary, entertainment, etc.
4. Using role playing, invite guests by telephone. Incoroorate acceptable telephone manners.
5. Have committee meetings and plan schedule as to deco·ating, shopping, and food preparation. Discuss and assign jobs.
6. Design and make invitations for a party.
7. Plan decorations and shopping needs for party.
8. Create centerpieces, favors, table covers, etc.
9. Discuss available budget and make decisions on menu.
10. Plan shopping trip.
11. Plan some party activities (i.e., games, dances).
12. Role playing appropriate behavior for a party.
13. Have meeting of all committee chairmen to finalize plans for the party.

Comments, Suggestions and Additional Activities:

C.A. range of pupils: Adult
M.A. range of pupils: 8+

Pupils' Problems:
When participating in competitive activity (individually or group), the adults do not accept losing. They are interested only in winning and not in the enjoyment of the game. When losing, they become angry and say the other(s) cheated or played unfairly. During the activity they often fail to accept the referee's or supervisor's decision if it is not to their advantage.

Pupils' Needs:
The adults need to learn to accept losing and enjoy the activity, win or lose. They need to learn to play a fair game and accept decisions made by supervisor or referee. Learning to be a good sport in activities leads to further understanding of self and others and more enjoyment in leisure time activities.

Pupils' Interests:
The adults are interested in competitive games and sports, work, and mixed social activities.

The Unit Topic:
The topic selected is "Being a Good Sport."

Objectives

Fulfilling Home and Work Responsibilities

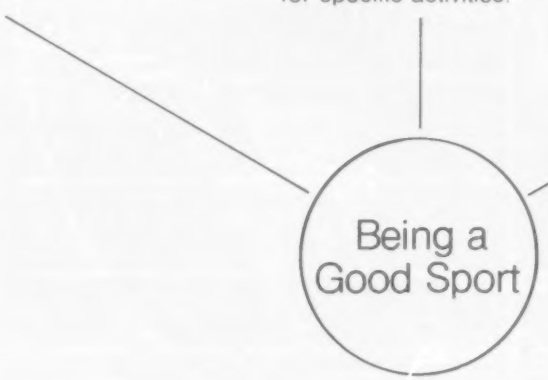
1. Accepts pleasant and unpleasant aspects of task related to performance (for example, losers put materials away after game, winners and losers congratulate others on performance).
2. Views supervisor as a resource person (for example, asks questions of supervisor).

Developing Leisure Time Alternatives

1. Exercises sports etiquette such as waiting for turn in bowling alley.
2. Initiates compromise in choosing activities.
3. Behaves in keeping with cultural norms in a variety of social settings.
4. Indicates opinions about own abilities and limitations for specific activities.

Understanding One's Self and Others

1. Participates as an integral and essential member of group (for example, classroom, job, club, team) without expecting praise.
2. Politely concludes or accepts conclusion of activity (for example, end of game, conclusion of time period).
3. Respects another's opinion with or without accepting it (for example, follows referee's decision in game).



Activities:

1. Show slides or films of sport activities. Point out accepting of referee's decision; teams congratulating each other at end of play, etc.
2. Before game begins, set rules such as losers put materials away, winners allowed a drink of water first, winners congratulate others on game of play.
3. Make a bulletin board about "Being a Good Sport." Show illustrations about sports etiquette such as taking turns, following rules, accepting referee's decision. Talk about each illustration.
4. Before activity period begins, let adults choose day's activity from three proposed activities. Majority vote wins.
5. Using role play, have one adult be the referee and another a player who was dismissed from a game. Lead discussion of player's attitude during game, reason for dismissal and reaction to referee's decision.
6. Video tape a game or activity and have discussion of replay and any incidents happening during play.
7. Have adult assist as referee in a well known game and encourage others to accept his decisions.
8. Adults help to set time limits on activity period. Keep a record of score at end of time period.
9. Make a bulletin board including a variety of sports/activities the adults enjoy (spectator and participating).
10. Role play situations showing acceptable ways to express anger, displeasure, joy.
11. Show films or slides depicting emotions and discuss them.
12. Invite umpire or referee dressed in uniform to talk about his importance in games. Discussion follows.

Comments, Suggestions and Additional Activities:

Following is a list of additional unit topics that may be used selectively:

How I Keep Myself Clean

Keeping Your Bedroom Clean

You Are What You Eat

Preparing A Simple Meal

Trip To The Hospital

Dating

What Will I Do On My Vacation

Applying For A Job

Why Am I Afraid

Who Are Boys and Who Are Girls

Cooperating With Peers When Playing

Using Common Courtesy

What Am I Afraid Of

What Makes Me Mad

What Do I Do At Home

Making Up Class Rules

How I Help My Little Brother (Sister)

Saying Please And Thank You

How We Accept Criticism

How Do I Make People Happy

What Is Mine

Accepting Responsibility

How To Have A Conversation

Making A Good Impression

What Happens When You Drink Alcohol

Let's Go To The Store

What We Do On The Weekend

Decorating Our Room For The Holiday

Things We See On A Walk

Things We Do At Home

Being A Safe Passenger

Buying Groceries For Two

Making Purchases For A Party

Being A Responsible Worker

What Can I Do On My Break

Sharing The Holiday Spirit With A Gift

Making Other People Happy

Why Finish The Job I Started

Why Return What I Borrow

What One Dollar Will Buy

Why Carry Identification

Cooking From Recipes

When Is It Alright To Kiss

Why Bother Taking Turns

Why Do We Have Rules

Being A Good Sport

Being A Friend

Going To A Party

Eating In A Restaurant

Planting A Garden

Capturing Memories In Pictures

Taking Care Of My Toys/Tools

Saving Money For Something I'd Like

Caring For A Pet

How Do I Know When I Need Help

How Do I Ask For Help

Who Do I Ask For Help

Choosing What I Want To Watch On T.V.

How To Take Care Of My Clothes

How To Plan A Party

How To Dress For The Weather

How To Dress For Specific Occasion

Using The Library

Using The Newspaper For Information

How To Use The Telephone

How To Write A Letter

Who Is My Family

How To Plan A Camping Trip

The Shopping Center

Safety At School

Safety At Home

New Baby In The Home

Taking Care Of Plants

What's Good About Him

How Faces Show Our Feelings

Riding The School Bus

Riding The City Bus

Taking Care Of The Yard

Operating Vending Machines

Preparing Breakfast

Using Machinery In The Kitchen

How To Repair Clothing

Selection And Use Of Cleaning Agents

How The Seasons Change

How To Enjoy The Moves

How To Act For Visitors

How To Win And Lose

How To Cross Streets

Reading Signs For Safety

Nutritious Foods For Snacks

Taking Care of Jobs At Home

How To Shop For Foods

How To Shop For Clothing

Keeping Clothes Clean

Keeping Track Of Time

Making The Most Of Music

When To See The Doctor

Caring For Your Room

How To Act On A Playground

How Policemen Help Us

How To Use The Post Office

Wrapping Packages

Using Razors

How To Use Cosmetics

What To Do When You Are Frustrated

What To Fix For Dinner

Visiting Our Neighbors

Keeping The School Grounds Clean

Dancing At Parties

Making Friends With Community Helpers

Animals In The Zoo

Life On A Farm

Working In A Cafeteria

Working In A Hospital

Making A Sandwich

Going Swimming

Getting Clothes Ready For School

Wheels Help Us Move

Putting Clothes On For School

Eating A Good Breakfast

Writing A Check

Getting A Social Security Card

What To Do On A Coffee Break

What To Do On Your Lunch Break

Getting To Work On Time

Budgeting A Paycheck

Signing Up For YMCA or Activity Center

Choosing A Job

Taking Care Of Your Menstruation

Knowing Your Clothing Size

Choosing An Outfit For Work (or special occasion)

Getting Your Picture Taken

Do You Have A Hobby

Choosing A Sport

Choosing Accessories For Clothes

Choosing Temperature Of Water

Choosing A T.V. Show

Carrying Money Safely

Going To A Basketball Game

Going To A Movie

Getting Help In An Emergency

Setting The Table For Company

Using A Public Toilet

Counting Your Change

Getting Your Prescription Filled

Ordering From A Fast Food Stand

Washing Clothes At The Laundromat

They will be able to cope with the complexities of adjusting to the world.

Planning the Daily Schedule

Planning the daily schedule should begin, as should all instructional planning, with a careful assessment of learners needs. From this assessment, objectives are defined and/or selected from a curriculum guide. These predetermined objectives form the basis for what is taught and how it is "arranged" in the instructional day; in other words, how the schedule is planned. Schedules should facilitate carefully planned instructional programs; they should never dictate what is taught, nor when and how it is taught. A carefully planned schedule should guide the teacher and pupils in the planning and organization of

each day's learning experiences and activities. It will help assure continuity and efficient use of time by both teachers and learners.

To help illustrate how a schedule might be planned to accommodate the assessed needs of learners, the objectives and schedule of a hypothetical class appear below.

The Class:
The class consists of ten moderately retarded learners whose average chronological age is fifteen years and whose mental ages range from five to seven years. The learners are named Don, Rosalie, Linda, Marsha, Leroy, Alfred, Gary, Margaret, Betsy and Anthony.

The Objectives:
For illustrative purposes, the sample general objectives have been selected from the curriculum guide. It should be noted that the following objectives are not all inclusive. They represent only a portion of the objectives selected, for illustrative purposes.

General Objectives:

1. Carries keys, I.D. and medical tags, emergency phone numbers and some money when traveling. (PLP V, B, Level IV)
2. Follows established procedures on hearing warning signals (for example, moves out of way when hearing a car horn, leaves the building quickly and quietly when hearing a fire alarm). (PLP V, B, Level IV)
3. Seeks out needed facilities in unfamiliar building (for example, finds appropriate restroom, follows sign to pay telephone). PLP V, C, Level IV)
4. Follows directions indicated by signs and symbols (for example, exit, entrance, push, pull, red light—stop, walk, don't walk. (PLP V, C, Level IV)
5. Uses telephone independently within limits (for example, uses telephone in emergencies to seek help, does not make a long distance call, does not call random numbers). (PLP I, C, Level IV)
6. Responds rapidly to all sounds and words related to danger or emergency. (PLP I, A, Level IV)
7. Listens and actively participates in conversations in a variety of settings, with people outside the home and school. (PLP I, A, Level IV)
8. Recognizes own name in written or printed form whenever confronted with it. (PLP I, A, Level IV)
9. Cautiously proceeds in potentially dangerous situations (for example, broken glass, bottles of poisons, broken electrical wires). (PLP II, C, Level IV)
10. Notifies appropriate person in case of injury. (PLP II, C, Level IV)
11. Expresses feelings in a socially acceptable way (for example, differs with others, controlling anger, expresses hurt feelings). (PLP III, C, Level IV)
12. Observes social etiquette (for example, inquires about the health of others, exhibits acceptable behavior in public. (PLP III, C, Level IV)

Each of the above objectives may be made more specific, depending on the particular situation, and the level of the learners. For example, objective number 5, might be divided into several more specific objectives such as:

5. Uses telephone independently within limits.
   a. Dials own telephone number.
   b. Dials telephone number of parent at work.
   c. Dials "0" for Operator assistance for obtaining help in an emergency.
   d. Terminates conversation within specified time limits.

In addition to those objectives that will be used for group instruction, most teachers will find it useful to define some individual objectives for each learner. Some examples appear below.

Individual Objectives:

Don: Ties shoes so that they stay tied.

Margaret: Files own fingernails.

Leroy, Alfred: Uses deodorant after showering.

Betsy: Uses sentences with two phrases.

Anthony and Gary: Uses scissors, stapler and thumbtacks correctly and appropriately.

Rosalie, Linda: Prints own name and telephone number.

Marsha: Begins to use pronouns appropriately (eliminates saying "me go," "him went," etc.)

For ease in illustrating the schedule that will include activities and learning experiences intended to aid in

the development of the objectives above, an overview of the schedule is shown. Following that, examples of some of the content is detailed.

Cleaning up crumbs or changing a pet's water is important.

An Overview of the Daily Schedule

9:00- 9:15	Opening Exercises
9:15- 9:30	News, announcements, discuss plans for the day
9:30-10:00	Individual Activities
10:00-11:00	Block of time for unit activities
11:00-11:30	Number activities
11:30-12:00	Word recognition and writing
12:00-12:30	Lunch
12:30- 1:00	Rest, relax, take a walk outside, listen to records, etc.
1:00- 1:45	Specials
1:45- 2:45	Block of time for unit activities
2:45- 3:00	Discuss day's work, prepare for going home
3:00- 3:30	Dismissal

Some Detail of the Content Included in the Day

9:00- 9:15 Attendance, Flag Salute, Weather report

9:15- 9:30 Sharing through discussion any event of interest that happened at home, on television, from the newspaper, sports events, etc. Discuss plans of work for the day; jobs and responsibilities, any special problems we need to be aware of during the day. Heavy emphasis on Development of Language Skills.

9:30-10:00 Individual Activities. These may be taught individually or in small groups, but should be designed to help meet the individual objectives. Don may work with an aid in practicing tying his shoes; Margaret may practice filing her nails with an emory board. The teacher may work individually with Betsy giving her models of sentences using two phrases, and asking her to repeat them. Rosalie and Linda may be doing work sheets, helping them to print their telephone numbers. Marsha may be included with Betsy in the language activity, but her sentences would obviously emphasize the use of personal pronouns.

10:00-11:00 Unit Block. In this case, the Unit Topic is "What To Do When Lost Downtown." Later, a Unit entitled "Getting Help in an Emergency" will be taught. Many of the general objectives selected and noted above may be met through these two units. The unit will begin with a discussion of what getting lost means. A role play situation may follow the discussion. Following that, time may be spent in making personal ID cards to be used in the event of being lost. A series of experiences and activities would continue during this time block until it was felt that most of the learners had met the objectives. A final activity might be to actually go downtown and practice the skills learned in a simulated or real "being lost" situation.

11:00-11:30 Number Activities. These would be carried out in small groups, determined by the achievement levels of the pupils. The work would revolve primarily around basic quantitative concepts, the use of time concepts, money, measurement, etc. Recognizing and using telephone numbers, bus numbers, age, weight might also be included.

11:30-12:00 Word Recognition and Writing, also in small groups. This might include making a "consequence chart" showing illustrations of certain events such as a person throwing a rock at another, or one giving a gift or a flower to a friend. A discussion follows and the "consequences" are added, i.e., a fight or punishment for the rock throwing, a happy or pleased recipient of the gift. The activity might be writing a Rebus recipe, or practice in writing a name or telephone number. This might be a language activity rather than word recognition writing for some. A game might be played using safety signs or other critical safety words.

12:00-12:30 Lunch

12:30- 1:00 Free time (within limits). A time to make choices. A time to look at a filmstrip, listen to records, work on a scrapbook or favorite project such as knitting, crocheting or drawing. A time to relax and "do nothing" if that happens to be the choice.

1:00- 1:45 Specials
Monday –Music
Tuesday –Physical Education
Wednesday –Home Making
Thursday –Art
Friday –Physical Education
(Swimming)

(Sometimes Music and Art, or Music and Physical Education, or other specials are combined)

1:45- 2:45 Unit Block. During this time, the Unit Topic is "Sending Cards and Messages to Others." This unit will help meet objectives 11 and 12 listed under General Objectives, as well as many others. This day, the activity might be making cards for various occasions (birthdays, illnesses, deaths, weddings and anniversaries, etc.) to keep a card file in the school so that they are available to send or give to others at the appropriate time. Other activities might include visiting nursing home and taking gifts; role playing, film strips, making bulletin boards, planning a surprise for someone who is having a birthday, learning to wrap a package, etc.

2:45- 3:00 Discuss day's work, plan tomorrow's work; straighten room. Check for notes to go home, etc.

3:00- 3:30 Dismissal. For those whose bus comes "last," if there is waiting time, this is a good time to work on individual projects, or have conversations with the teacher or friends.

In summary, a sample of one plan for organizing the school day around the identified needs of the learners has been presented. A variety of plans may of course be used, depending on the level, age and degree of handicaps and staminas of the learners. The schedule should facilitate the instructional program and should provide structure for the day. The schedule should also provide for an equitable distribution of types of activities for the most appropriate total development of the learners. Planning carefully will avoid the possible imbalance of a heavy emphasis on academics at the expense of the development of social competencies. Finally, the schedule should be flexible. Changes should be made to accommodate meaningful field trips, social events, incidental learning that will best utilize immediate happenings, problems or events that confront the learners.